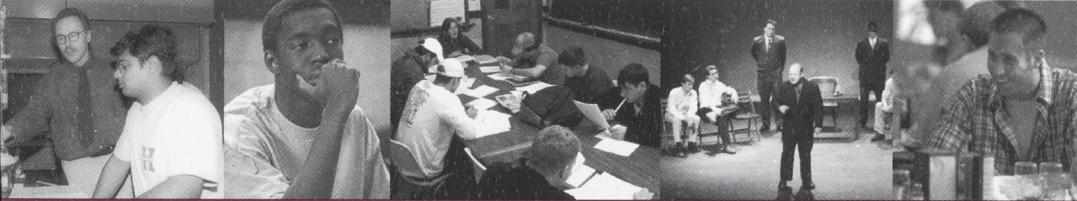


HAMPDEN-SYDNEY COLLEGE



YOU CAN DO ANYTHING WITH A DEGREE FROM HAMPDEN-SYDNEY COLLEGE

Academic Catalogue 2005-2006

*Course Listings
Academic Requirements
Admissions & Financial Aid
Faculty
Matters of Record*

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HAMPDEN-SYDNEY COLLEGE

*For more than two centuries
Hampden-Sydney College has held
true to the ideals of her founders,
educating leader after leader
for country and Commonwealth,
all good men and good citizens
formed in an atmosphere
of sound learning.*

ACADEMIC CATALOGUE 2005-2006

| | |
|----------------------------------|-----|
| HAMPDEN-SYDNEY COLLEGE | 3 |
| PRESIDENTS AND TRUSTEES | 7 |
| FACULTY | 9 |
| ADMINISTRATIVE STAFF | 19 |
| ACADEMIC PROGRAM | 25 |
| COURSE OFFERINGS | 49 |
| ADMISSIONS | 109 |
| EXPENSES AND FINANCIAL AID | 114 |
| MATTERS OF RECORD | 137 |
| INDEX | 158 |

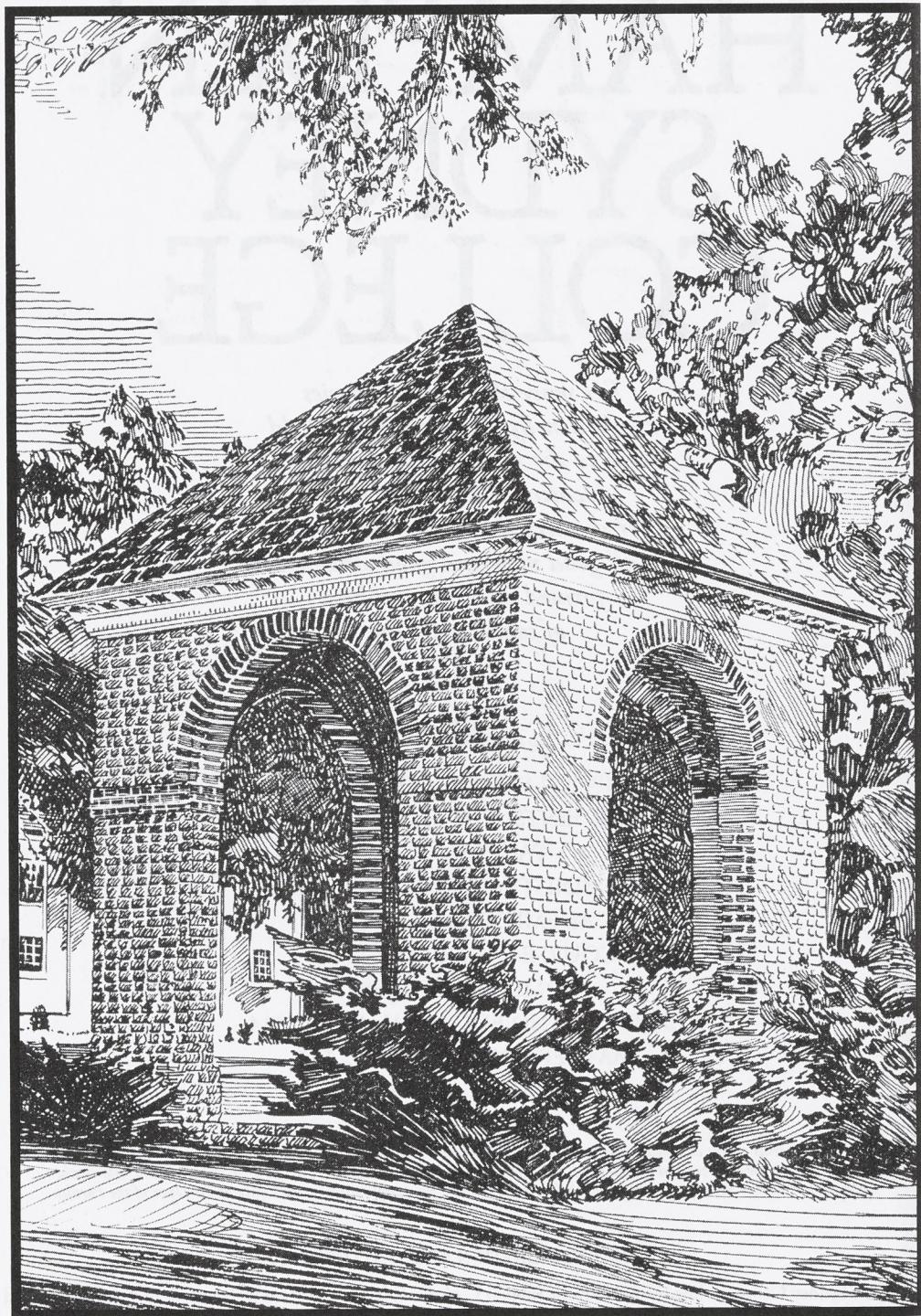
The contents of this catalogue represent accurate information available at the time of publication (July 2005). However, during the time covered by this issue, it is reasonable to expect changes to be made with respect to this information without prior notice. Records of changes are on file and available for examination in the Office of the Dean of the Faculty.

NON-DISCRIMINATION POLICY STATEMENT

Hampden-Sydney College, while exempted from Subpart C of the Title IX regulation with respect to its admission and recruitment activities, does not discriminate on the basis of race, color, sex, religion, age, national origin, handicap, sexual orientation, or veteran status in the operation of its educational programs and with respect to employment.

For information on this non-discrimination policy, contact the Office of Human Resources, Box 127,

Hampden-Sydney College, Hampden-Sydney, VA 23943, (434) 223-6220.



WATKINS BELL TOWER (1934)

HAMPDEN-SYDNEY COLLEGE

Hampden-Sydney College is a lively community seeking "to form good men and good citizens in an atmosphere of sound learning."

The mission of the College is to instill in its students a commitment to sound scholarship through studies in the natural sciences, the humanities, and the social sciences; to cultivate qualities of character and moral discernment rooted in the Judeo-Christian tradition; to develop clear thinking and expression; to promote an understanding of the world and our place in it; to impart a comprehension of social institutions as a basis for intelligent citizenship and responsible leadership in a democracy; to prepare those with special interests and capacities for graduate and professional study; and to equip graduates for a rewarding and productive life.

Hampden-Sydney is a liberal arts college for men now enrolling approximately 1080 students. In continuous operation since November 10, 1775, the College is one of the oldest institutions of higher learning in the United States, holds the oldest (1783) private charter in the South, and is the oldest of the country's few remaining colleges for men.

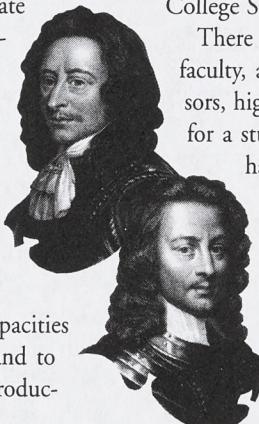
Hampden-Sydney is fully accredited by the Southern Association of Colleges and Schools

(1866 Southern Lane, Decatur, Georgia 30033-4097; [404] 679-4500) and is a member of the Association of Virginia Colleges, the Association of American Colleges, the Southern University Conference, the College Entrance Examination Board, the American Chemical Society, and the College Scholarship Service.

There are 92 members of the full-time teaching faculty, and a varying number of adjunct professors, highly motivated and dedicated to teaching, for a student-faculty ratio of about 11:1. Nearly half of the graduating seniors enter graduate or professional school.

Part of the 660-acre campus, picturesquely set in Virginia's historic Southside, 70 miles southwest of Richmond, has been designated a National Historic Preservation Zone. Farmville, a town of 6500, is seven miles north. None of the eighteenth-century buildings survives, but the Federal architecture first used for the western portion of the Alamo (1817, destroyed 1994) has been maintained as the dominant style for the campus.

As of 31 March 2005 the endowment portfolios had a market value of approximately \$111.2 million. The operating budget for 2005-2006 is \$46.9 million.



*Algernon Sydney (top)
John Hampden (above)*

HAMPDEN-SYDNEY BEGAN as the southernmost representative of the "Log College" form of higher education established by the Scotch-Irish Presbyterians in America, whose academic ideal was the University of Edinburgh, seat of the Scottish Enlightenment.

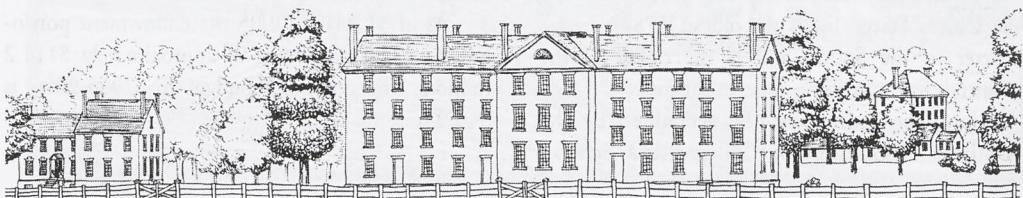
The first president, at the suggestion of Dr. Witherspoon, the Scottish president of The College of New Jersey (now Princeton University), chose the name Hampden-Sydney to symbolize devotion to the principles of representative government and full civil and religious freedom which John Hampden (1594-1643) and Algernon Sydney (1622-1683) had outspokenly supported, and for which they had given their lives, in England's two great constitutional crises of the previous century. They were widely invoked as hero-martyrs by American colonial patriots, and their names immediately associated the College with the cause of independence championed by James Madison, Patrick Henry, and other less well-known but equally vigorous patriots who composed the College's first Board of Trustees. Indeed, the original students eagerly committed themselves to the revolutionary effort, organized a militia-company, drilled regularly, and went off to the defenses of Williamsburg and of Petersburg, in 1777 and 1778 respectively. Their uniform of hunting-shirts—dyed purple with the juice of pokeberries—and grey trousers justifies the College's traditional colors, garnet and grey.

The College, first proposed in 1771, was formally organized in February 1775, when the Presbytery of Hanover, meeting at Nathaniel Venable's Slate Hill plantation (about two miles south of the present campus), accepted a gift of one hundred acres for the College, elected Trustees (most

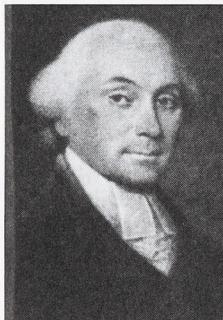
of whom were Episcopalian), and named as Rector (later President) the Rev. Samuel Stanhope Smith, valedictorian of the Princeton class of 1769, who had been actively promoting the idea of establishing a college in the heavily Scotch-Irish area of south-central Virginia since he began his ministry there in 1774. Within only ten months, Smith secured an adequate subscription of funds and an enrollment of 110 students. Intending to model the new college after his own alma mater, he journeyed to Princeton to secure the founding faculty, which included his younger brother, John Blair Smith. On that 1775 trip he also visited Philadelphia to enlist support and to purchase a library and scientific apparatus. Students and faculty gathered for the opening of the first winter term on 10 November 1775. The College has never suspended operations.

Early fund-raising efforts were varied (they included a state-sanctioned lottery) and vigorous; despite war-time inflation and other economic dislocations, financial support of and general interest in the College were such guarantees of its viability that in June 1783 the General Assembly granted by statute a charter of incorporation, partly written by Patrick Henry.

In its first fifty years the College prospered and gained the respect of the public and of the educational world. As early as the 1790s its influence was being felt elsewhere, as alumni and former presidents and faculty members began founding or organizing other institutions, including Union College, New York (1795), by ex-President J. B. Smith; Transylvania University (1798), by James Blythe, class of 1788; Princeton Seminary (1812), by ex-President Archibald Alexander; and the University of Virginia (1819), by Joseph Carrington



Hampden-Sydney College in 1840: from left to right, Steward's Hall (*The Alamo*, 1817, 1830), The College (Cushing Hall, 1822-1833), and the 18th-century buildings.

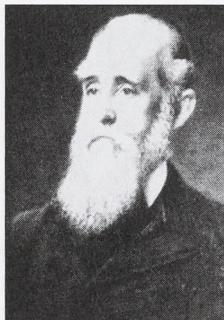


*Princeton University Report of Alfred A. Woodfill,
great-grandson of President Smith*

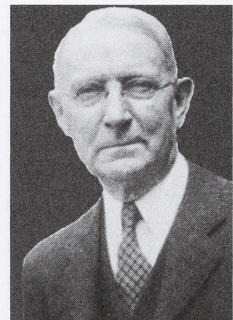
Samuel Stanhope Smith



Jonathan P. Cushing



Richard McIlwaine



J. D. Eggleston

Cabell, class of 1800. The Medical College of Virginia was opened (1838) in Richmond as the medical department of Hampden-Sydney; Union Theological Seminary in Virginia (1822) was founded at Hampden-Sydney and occupied the south end of the present campus for some seventy-five years before its relocation in Richmond.

The College matured physically and academically through the first half of the nineteenth century, enjoying the services of some remarkably gifted leaders. Jonathan P. Cushing, a Dartmouth man and the first layman and first non-Presbyterian to be president, oversaw during his fourteen-year tenure (1821-1835) the abandonment of the College's original buildings in favor of the handsome Federal architecture which still distinguishes the campus. The world-renowned chemist, Dr. John W. Draper, who built the first camera to photograph a living person, was professor at Hampden-Sydney from 1836 to 1839.

Religious controversy, the nation's and Virginia's economic troubles, and the Civil War and its aftermath were for two generations the testing-fires of Hampden-Sydney as a stronghold of academic quality. Fortunately for the College, the longest-tenured of its presidents, the able and dedicated J. M. P. Atkinson, served from before the War through Reconstruction (1857-1883); he performed the remarkable feat of keeping the College solvent, while insistently upholding both disciplinary and academic standards. Once again, at the outset of war the student body organized a company, with the president as captain. These men, officially mustered as Company G, 20th Virginia Regiment,

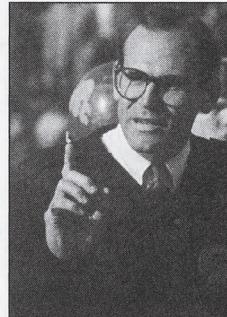
"The Hampden-Sidney Boys," saw action in the disaster of Rich Mountain (9-11 July 1861), were captured, and were paroled by General George B. McClellan on the condition that they return to their studies.

During the presidencies of Dr. Atkinson and his eminent successor, Dr. Richard McIlwaine, many features of current student life were introduced—social fraternities, sports, and student government, for example; other student activities flourished at their highest level, such as the literary, or debating, societies and musical clubs. In addition, in 1898 the Seminary moved to Richmond and a most generous alumnus, Major R. M. Venable, class of 1857, bought its buildings and gave them to the College, doubling the physical plant. The curriculum was expanded, but without weakening the coherent tradition of liberal education which had become the hallmark of the College.

Through the twentieth century, faced with increasing competition for students and with declining general respect for the liberal arts, the College cautiously and deliberately pursued the aim of honoring the demands of its well-defined heritage. Ably led through the Depression and World War II and their aftermath by Presidents Joseph D. Eggleston (1919-1939) and Edgar G. Gammon (1939-1955), the College expanded massively in size, strength, and stature. In the last half of the century new dimensions of commitment to old principles were opened, and all areas of the College's operation saw improvements: for example, under President W. Taylor Reveley II (1963-1977), Hundley Stadium (1963) and a



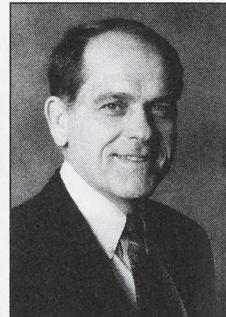
W. Taylor Reveley 1939



Josiah Bunting III



Samuel V. Wilson



Walter M. Bortz III

new science building (Gilmer Hall, 1968) were built, the first computer center was established (1970), and Eggleston Library was more than doubled in size; under President Josiah Bunting III (1977-1987), a comprehensive program of refurbishment of campus structures was started, and the Kirby Fieldhouse (1980), the Crawley Forum, and six residence halls were built. Also under President Bunting, the academic program was significantly enriched: in a reassertion of the first President Smith's 1775 promise to pay "a more particular Attention . . . to the Cultivation of the English Language than is usually done in Places of public Education," the Rhetoric Program was instituted in 1978, with the clear purpose of ensuring that graduates "write clearly, cogently, and grammatically." The Honors Program, which has doubled the number of its participants in the last twenty-five years, has attracted students from across the country. President Samuel V. Wilson (1992-2000), a direct descendant of founding Trustee Nathaniel Venable, oversaw the continued expansion of the faculty, the completion of the renovation and reconstruction program (including all fraternity houses), and the addition of Settle Hall, the first building intended originally and exclusively as a dining hall in the College's history. Under President Wilson Fine Arts became a full department with programs for majors; the Center for

Leadership in the Public Interest was established and was named for him upon his retirement; a wide-ranging series of symposia involving prominent authorities on subjects from the Trojan War to the Vietnam War and from Sophocles' *Oedipus the King* to the Human Genome Project began to attract considerable attention to and interest in the College's paracurricular intellectual life.

The administration of President Walter M. Bortz III is pursuing plans for a new library and a new Fine Arts center, with adaptive renovation of the current facilities for academic and extracurricular uses, including the expansion of the College Bookstore and a new Fitness Center, both completed in 2004; and renovation of Johns Auditorium and the Fuqua Computing Center, completed in 2005.

Thus the College enjoys a modern campus that combines the beauty of its rural setting and the Federal architectural style with up-to-date technology; the result is an ideal living and learning environment for young men in the 21st century.

The academic, social, and cultural life of the College continues to be enriched, and Hampden-Sydney looks ahead with a wholesome optimism, bred of a sober integrity of mission coupled with a history of prudent development, and made possible by an extraordinary succession of leaders and benefactors of rare ability, commitment, and vision.

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F. S.
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J. H.
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Presidents and Trustees

PRESIDENTS OF THE COLLEGE

| | |
|---|----------------------|
| SAMUEL STANHOPE SMITH, B.A., D.D., LL.D. | 1775-1779 |
| JOHN BLAIR SMITH, B.A., D.D. | 1779-1789 |
| DRURY LACY, D.D. (Vice President and Acting President) | 1789-1797 |
| ARCHIBALD ALEXANDER, B.A., D.D., LL.D. | 1797-1806 |
| WILLIAM S. REID, D.D. (Vice President and Acting President) | 1807 |
| MOSES HOGE, D.D. | 1807-1820 |
| JONATHAN P. CUSHING, B.A., A.M. (Acting President) | 1820-1821 |
| (President) | 1821-1835 |
| GEORGE A. BAXTER, D.D. (Acting President) | 1835 |
| DANIEL LYNN CARROLL, B.A., D.D. | 1835-1838 |
| WILLIAM MAXWELL, B.A., LL.B., LL.D. | 1838-1845 |
| PATRICK J. SPARROW, D.D. | 1845-1847 |
| S. B. WILSON, D.D. (Acting President) | 1847 |
| F. S. SAMPSON, D.D. (Acting President) | 1847-1848 |
| CHARLES MARTIN, A.B., LL.D. (Acting President) | 1848-1849, 1856-1857 |
| LEWIS W. GREEN, B.A., D.D. | 1849-1856 |
| ALBERT L. HOLLADAY, M.A. (Died before taking office) | 1856 |
| JOHN M. P. ATKINSON, B.A., D.D. | 1857-1883 |
| RICHARD McILWAINE, B.A., D.D., LL.D. | 1883-1904 |
| JAMES R. THORNTON, A.M. (Acting President) | 1904 |
| W. H. WHITING, JR., B.A., A.M., LL.D. (Acting President) | 1904-1905, 1908-1909 |
| J. H. C. BAGBY, M.A., M.E., Ph.D. (Acting President) | 1905 |
| JAMES GRAY McALLISTER, B.A., B.D., D.D., LL.D., D. Litt. | 1905-1908 |
| HENRY TUCKER GRAHAM, B.A., B.D., D.D., LL.D. | 1909-1917 |
| ASHTON W. McWHORTER, B.A., A.M., Ph.D. (Acting President) | 1917-1919 |
| JOSEPH DuPUY EGGLESTON, A.B., A.M., LL.D. | 1919-1939 |
| EDGAR GRAHAM GAMMON, B.A., B.D., D.D., LL.D. | 1939-1955 |
| JOSEPH CLARKE ROBERT, A.B., A.M., Ph.D., Litt.D., LL.D. | 1955-1960 |
| THOMAS EDWARD GILMER, B.S., M.S., Ph.D., D.Sc. | 1960-1963 |
| WALTER TAYLOR REVELEY II, B.A., B.D., Ph.D., LL.D., D.Litt. | 1963-1977 |
| JOSIAH BUNTING III, B.A., B.A. (Oxon.), M.A. (Oxon.), D.Litt. | 1977-1987 |
| JAMES RICHARD LEUTZE, B.A., M.A., Ph.D. | 1987-1990 |
| JOHN SCOTT COLLEY, B.A., M.A., Ph.D., Litt.D. (Provost & Acting President) .. | 1990-1991 |
| RALPH ARTHUR ROSSUM, B.A., M.A., Ph.D. | 1991-1992 |
| SAMUEL VAUGHAN WILSON, B.A., LL.D., L.H.D. | 1992-2000 |
| WALTER MICHAEL BORTZ III, B.S., Ed.D., LL.D. | 2000- |

BOARD OF TRUSTEES

Officers of the Corporation 2005-06

| | |
|---------------------------------|-----------------------------------|
| Henry H. McVey III '57 | Chairman |
| Walter M. Bortz III | President |
| Julious P. Smith, Jr. '65 | Vice Chairman |
| Paul S. Baker | Secretary |
| C. Norman Krueger | Treasurer and Assistant Secretary |

Class of 2006

| | |
|----------------------------------|----------------------|
| Raymond B. Bottom, Jr. '51 | Hampton, Virginia |
| W. Birch Douglass III '65 | Richmond, Virginia |
| G. Franklin Flippin '69 | Roanoke, Virginia |
| Robert V. Hatcher, Jr. '51 | Richmond, Virginia |
| Bruce B. Hopkins '72 | Memphis, Tennessee |
| Craig L. Massey '88 | Richmond, Virginia |
| John C. Parrott II '64 | Roanoke, Virginia |
| Julious P. Smith, Jr. '65 | Richmond, Virginia |
| H.R. Stallard '59 | Midlothian, Virginia |
| Jere F. White, Jr. | Birmingham, Alabama |

Class of 2007

| | |
|-------------------------------|----------------------|
| J. Robert Bray '60 | Norfolk, Virginia |
| John W. Drescher '70 | Norfolk, Virginia |
| Scott M. Harwood '65 | Farmville, Virginia |
| Roger H.W. Kirby '88 | Richmond, Virginia |
| Willette L. LeHew '57 | Norfolk, Virginia |
| James F. Lipscomb '66 | Richmond, Virginia |
| Richard C. Parker '81 | Atlanta, Georgia |
| George P. Piros '75 | Savannah, Georgia |
| Brandon E. Randall '04 | Yorktown, Virginia |
| Joseph F. Viar, Jr. '63 | Alexandria, Virginia |
| Donnan Wintermute | Alexandria, Virginia |

Class of 2008

| | |
|-----------------------------------|---------------------------|
| J.P. McGuire Boyd '64 | Richmond, Virginia |
| M. Deane Cheatham III '88 | Glen Allen, Virginia |
| Marguerite C. Davis | Richmond, Virginia |
| Robert R. Hatten '69 | Newport News, Virginia |
| Everett A. Hellmuth III '75 | Alexandria, Virginia |
| Bartow Morgan, Jr. '94 | Lawrenceville, Georgia |
| Malcolm R. Myers '57 | Mentor, Ohio |
| William L. Pannill '77 | Martinsville, Virginia |
| Charles D. Perry, Jr. | Birmingham, Alabama |
| John B. Schug '52 | Charlotte, North Carolina |

Class of 2009

| | |
|--------------------------------|----------------------------------|
| Ralph W. Baker '89 | Newark, New Jersey |
| Charles L. Cabell '74 | Richmond, Virginia |
| H. Hiter Harris III '83 | Richmond, Virginia |
| M. Peebles Harrison '89 | Nags Head, North Carolina |
| William B. Jones | Washington, District of Columbia |
| John W. Kirk III '72 | Roanoke, Virginia |
| Earl F. Lockwood | Alexandria, Virginia |
| G. Michael Pace, Jr. '79 | Roanoke, Virginia |
| George E. Summers | Palm Beach, Florida |
| Anne M. Whittemore | Richmond, Virginia |

Faculty

2005-2006 (*Retired*)

LEON NEELY BEARD, JR., B.A., Ph.D. (1968, 1999) *Professor Emeritus of Physics and Astronomy*

STEPHEN CADY COY, B.A., M.F.A., D.F.A. (1981, 1993) *Professor Emeritus of Fine Arts*

THOMAS EDWARD DeWOLFE, A.B., M.A., Ph.D. (1966, 2003) *Professor Emeritus of Psychology*

KEITH WILLIAM FITCH, B.S., M.A., Ph.D. (1972, 2003) *Associate Professor Emeritus of History*

RAY ALLEN GASKINS, B.S., Ph.D. (1970, 1997) *Professor Emeritus of Mathematics and Computer Science*

RONALD LYNTON HEINEMANN, B.A., M.A., Ph.D. (1968, 2004) *Squires Professor Emeritus of History*. B.A., Dartmouth College, 1961; M.A., University of Virginia, 1967; Ph.D., University of Virginia, 1968.

SANDRA WOOD HEINEMANN, B.A., M.A.L.S. (1976, 2002) *Catalogue Librarian Emerita*

WILLIAM ROBERT HENDLEY, B.A., Ph.D. (1970, 1998) *Professor Emeritus of Economics*

VINCENT ALBERT IVERSON, B.A., S.T.B., M.A., Ph.D. (1967, 2003) *Associate Professor Emeritus of Philosophy*

PAUL ANTHONY JAGASICH, B.A., B.S., M.A., Ph.D. (1973, 2001) *Professor Emeritus of Modern Languages*

WEYLAND THOMAS JOYNER, B.S., M.A., Ph.D. (1957, 2004) *Professor Emeritus of Physics and Astronomy*

EDWARD MARION KIESS, B.S., M.S., Ph.D. (1968, 1993) *Professor Emeritus of Physics*

PAULE GOUNELLE KLINE, Licence, Diplôme, Ph.D. (1983, 1997) *Associate Professor of Modern Languages*, retired

THOMAS TABB MAYO IV, B.S., M.S., Ph.D. (1962, 2001) *Professor Emeritus of Mathematics and Computer Science*. B.S., Virginia Military Institute, 1954; M.S., University of Virginia, 1957; Ph.D., University of Virginia, 1960.

OWEN LENNON NORMENT, JR., A.B., B.D., Th.M., Ph.D. (1966, 1998) *Professor Emeritus of Religion*

DONALD RICHARD ORTNER, B.A., B.M., C.R.M., M.A., M.S., Ph.D. (1961, 1993) *Professor Emeritus of Psychology and Sociology*

CATHERINE BARBOUR POLLARI, B.S., M.Ed., M.L.S. (1985, 2002) *Reference Librarian*, retired

ROBERT GRANT ROGERS, B.S., S.T.B., Ph.D. (1975, 2000) *Professor Emeritus of Religion*. B.S., The Ohio State University, 1960; S.T.B., Boston University School of Theology, 1963; Ph.D., Boston University, 1969.

JORGE ANTONIO SILVEIRA, B.A., J.D., M.A., Ph.D. (1970, 1995) *Professor Emeritus of Modern Languages*

FRANK JAMES SIMES, A.B., M.A., D.Ed. (1967, 1987) *Professor Emeritus of Psychology*

HASSELL ALGERNON SIMPSON, B.S., M.A., Ph.D. (1962, 1995) *Professor Emeritus of English*

TULLY HUBERT TURNEY, JR., A.B., Ph.D. (1965, 2001) *Professor Emeritus of Biology*

NOTE: The first date in parentheses indicates the year in which the faculty member began service at the College. The second date indicates the year of retirement. Those whose credentials are given continue to teach on a part-time basis.

Faculty

2005-2006 (Current)

DIEUDONNÉ K. AFATSAWO, Certificate, Diploma, B.A., Certificate, Licenciatura, M.A., Ph.D. (2000) *Assistant Professor of Modern Languages*. Certificate, Universidad Complutense de Madrid, 1979; Diploma, Universidad Complutense de Madrid, 1980; B.A., University of Ghana, 1981; Certificate, Management Development and Productivity Institute, 1984; Licenciatura, Universidad Complutense de Madrid, 1990; M.A., University of Southern California, 1994; Ph.D., University of Southern California, 1999.

CARL WILLIAM ANDERSON, B.S., M.S., Ph.D. (1986, 1994) *Elliott Professor of Chemistry*. B.S., University of Massachusetts, 1972; M.S., University of Cincinnati, 1975; Ph.D., University of Cincinnati, 1978.

CHARLES FRANK ARCHER, JR., B.A., M.M. (2003) *Visiting Associate Professor of Fine Arts*. B.A., Hampden-Sydney College, 1973; M.M., Westminster Choir College, 1982.

JAMES ALEXANDER ARIETI, B.A., M.A., Ph.D. (1978, 1988)^F *Thompson Professor of Classics*. B.A., Grinnell College, 1969; M.A., Stanford University, 1972; Ph.D., Stanford University, 1972.

GEORGE FRANKLIN BAGBY, JR., B.A., M.A., Ph.D. (1972, 1988) *Elliott Professor of English*. B.A., Haverford College, 1965; M.A., Yale University, 1968; Ph.D., Yale University, 1975.

ROGER MILTON BARRUS, B.A., M.A., Ph.D. (1982, 1995) *Elliott Professor of Political Science*. B.A., Michigan State University, 1973; M.A., Harvard University, 1979; Ph.D., Harvard University, 1984.

L=On leave 2005-2006.

F=On leave fall semester only.

S=On leave spring semester only.

NOTE: The first date in parentheses indicates the year in which the faculty member began service at the College. The second date indicates the year of appointment to the present rank.

JANA MARGUERITE BENNETT, B.A., M.Div. (2005) *Assistant Professor of Religion*. B.A., The College of Colorado, 1998; M.Div., Garrett-Evangelical Theological Seminary, 2001.

JOSEPH MICHAEL BERMAN, B.S., Sc.M., Ph.D. (1987, 1992) *Associate Professor of Mathematics and Computer Science*. B.S., University of Florida, 1961; Sc.M., Brown University, 1970; Ph.D. University of Rhode Island, 1980.

ROBERT HAROLD BLACKMAN, B.A., M.A., Ph.D. (2000, 2003) *Assistant Professor of History*. B.A., University of California, Riverside, 1989; M.A., University of California, Irvine, 1991; Ph.D., University of California, Irvine, 1998.

STEVEN DAVID BLOOM, B.A., Ph.D. (1999, 2000) *Assistant Professor of Physics and Astronomy*. B.A., Columbia University, 1987; Ph.D., Boston University, 1994.

JOHN LUSTER BRINKLEY, B.A., B.A. (Oxon.), M.A., M.A. (Oxon.) (1967, 1996) *Professor of Classics, Clerk of the Faculty, and College Historian*. B.A., Hampden-Sydney College, 1959; B.A., University of Oxford, 1962; M.A., Princeton University, 1965; M.A., University of Oxford, 1966.

GERALD MORICE BRYCE, B.S., Ph.D. (1978, 1988)^S *Elliott Professor of Mathematics and Computer Science*. B.S., Denison University, 1967; Ph.D., University of Virginia, 1975.

BRIAN THOMAS BURNS, B.S.Ed., M.L.S., M.Ed. (2003) *Media Librarian*. B.S.Ed., Indiana University of Pennsylvania, 1989; M.Ed., Indiana University of Pennsylvania, 1991; M.L.S., University of South Florida, 1998.

VICTOR NICHOLAS CABAS, JR., B.A., Ph.D. (1982, 1990) *Adjunct Associate Professor of Rhetoric*. B.A., University of Virginia, 1970; Ph.D., State University of New York at Buffalo, 1974.

ANTHONY MICHAEL CARILLI, B.A., M.A., Ph.D. (1991, 2004) *Elliott Professor of Economics*.

B.A., Hartwick College, 1983; M.A., Northeastern University, 1987; Ph.D., Northeastern University, 1991.

GERALD THOMAS CARNEY, B.A., M.A., Ph.D. (1982, 1992) *Professor of Religion*. B.A., Cathedral College, 1966; M.A., Fordham University, 1973; Ph.D., Fordham University, 1979.

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LEON McCLAIN COHEN, B.S., M.S. (1986, 1993) *Adjunct Associate Professor of Mathematics*. B.S., Emory University, 1983; M.S., University of Virginia, 1986.

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ELIZABETH JANE DEIS, B.A., M.A., Ph.D. (1983, 1999) *Elliott Professor of Rhetoric and Humanities*. B.A., College of William and Mary, 1973; M.A., Duke University, 1976; Ph.D., Duke University, 1985.

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JOSÉ LUIS ESCORCIA, B.A. (2005) *Lecturer in Spanish*. B.A., Corporacion Universitaria de la Costa, Barranquilla, 1992.

EARL WILLIAM FLECK, B.A., M.A., Ph.D. (2002), *Professor of Biology, and Provost and Dean of the Faculty*. B.A., San Diego State University,

1969; M.A., University of California, Santa Barbara, 1971; Ph.D., University of California, Santa Barbara, 1973.

PAMELA P. FOX, B.F.A., M.F.A. (1993, 2005) *Adjunct Associate Professor of Fine Arts*. B.F.A., Virginia Commonwealth University, 1980; M.F.A., Virginia Commonwealth University, 1990.

LOWELL THOMAS FRYE, B.A., M.A., Ph.D. (1983, 1999) *Elliott Professor of Rhetoric and Humanities*. B.A., St. John's University, 1975; M.A., Duke University, 1976; Ph.D., Duke University, 1984.

DAVID WILLIAM GIBSON, B.A., M.B.A., D.B.A., CPA, CMA, CFM (1979, 1994) *Professor of Economics*. B.A., University of Richmond, 1976; M.B.A., College of William and Mary, 1979; D.B.A., Nova Southeastern University, 1997.

CHANDRA L. GIGLIOTTI-GURIDI, B.S., M.A., M.S.L.S. (1996, 2002) *Instructional Technologist and Assistant Director, Eggleston Library*. B.S., Indiana University of Pennsylvania, 1986; M.A., Indiana University of Pennsylvania, 1989; M.S.L.S., Clarion University of Pennsylvania, 1989.

SHARON IOWA GOAD, B.S., M.A., M.L.I.S., Ph.D. (1993, 1999) *Director of Eggleston Library and Fuqua International Communications Center*. B.S., University of Tennessee, 1970; M.A., University of Missouri, 1973; M.L.I.S., Louisiana State University, 1984; Ph.D., University of Georgia, 1978.

JOHN ALLEN GRIGG, B.S., M.A., Ph.D. (2004) *Assistant Professor of History*. B.S., University of Queensland, Australia, 1984; M.A., University of Kansas, 1999; Ph.D., University of Kansas, 2002.

ROBERT GIVEN HALL, B.A., M.Div., Ph.D. (1985, 2000) *Elliott Professor of Religion*. B.A., Davidson College, 1975; M.Div., Gordon-Conwell Theological Seminary, 1978; Ph.D., Duke University, 1987.

TONI HAMLETT, B.A., M.L.S. (2005) *Cataloging and Intellectual Access Librarian*. B.A., University of Oklahoma, 1969; M.L.S., University of Oklahoma, 1970.

SARAH BOYKIN HARDY, B.A., M.A., Ph.D. (1995, 2002) *Elliott Associate Professor of English*.

B.A., Stanford University, 1984; M.A., Princeton University, 1989; Ph.D., Princeton University, 1993.

RALPH SIDNEY HATTOX, B.S.F.S., M.A., Ph.D. (1989, 2000) *Elliott Professor of History*. B.S.F.S., Georgetown University, 1976; M.A., Princeton University, 1981; Ph.D., Princeton University, 1982.

NATHANAEL ROBINSON HAUCK, B.S., Ph.D. (2005) *Visiting Assistant Professor of Biology*. B.S., Cornell University, 1998; Ph.D., Michigan State University, 2004.

PAUL FRANCIS HEMLER, B.S., M.S., Ph.D. (2004) *Associate Professor of Mathematics and Computer Science*. B.S., Villanova University, 1980; M.S., Lehigh University, 1984; Ph.D., North Carolina State University, 1988.

GREGORY BENSON HENDERSON, B.A., M.S. (2005) *Lecturer in Psychology*. B.A., Hampden-Sydney College, 1976; M.S., Virginia Commonwealth University, 2004.

ROBERT TOWNSEND HERDEGEN III, B.S., M.A., Ph.D. (1981, 1996) *Elliott Professor of Psychology and Associate Dean of the Faculty*. B.S., Rockford College, 1974; M.A., University of Delaware, 1978; Ph.D., University of Delaware, 1981.

MARC A. HIGHT, B.A., M.A., M.A., Ph.D. (2001) *Elliott Assistant Professor of Philosophy*. B.A., Florida State University, 1990; M.A., Florida State University, 1992; M.A., Florida State University, 1993; Ph.D., Syracuse University, 1999.

SHAUNNA ELAINE HUNTER, B.A., M.L.I.S. (2002) *Public Services Librarian*. B.A., Virginia Polytechnic Institute and State University, 1999; M.L.I.S., University of South Carolina, 2000.

IVÁN IGLESIAS, B.A., M.A. (2002) *Lecturer in Modern Languages*. B.A., Universidad del Atlántico, 1992; M.A., University of Arkansas, 2002.

JUSTIN PATRICK ISAACS, B.A., Ph.D. (1999, 2005) *Associate Professor of Economics*. B.A., Hampden-Sydney College, 1995; Ph.D., Auburn University, 1999.

JAMES DALE JANOWSKI, B.A., M.A., Ph.D. (1995, 2001) *Associate Professor of Philosophy*. B.A., Colorado State University, 1983; M.A., University

of Calgary, 1985; Ph.D., University of Illinois at Urbana-Champaign, 1997.

DIRK ROBERT JOHNSON, B.A., Magister, Ph.D. (2001, 2003) *Assistant Professor of Modern Languages*. B.A., Bowdoin College, 1985; Magister, University of Bonn, Germany, 1989; Ph.D., Indiana University, 2000.

WILLIAM B. JONES, A.B., J.D. (1994) *William A. Johns Professor of Political Science and Ambassador-in-Residence*. A.B., University of California at Los Angeles, 1949; J.D., University of Southern California School of Law, 1952.

SHIRLEY KAGAN, B.A., M.F.A. (1997, 2003) *Associate Professor of Theater*. B.A., Williams College, 1989; M.F.A., University of Hawaii at Manoa, 1996.

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JAMES CHARLES KIDD, B.A., M.Mus., Ph.D. (1981, 1991) *Barger Professor of Music*. B.A., Williams College, 1963; M.Mus., Northwestern University, 1965; Ph.D., University of Chicago, 1973.

CYNTHIA H. KOETHER, B.S., M.S. (1997) *Lecturer in Mathematics*. B.S., Mary Washington College, 1970; M.S., University of Oklahoma, 1976.

ROBB TYSON KOETHER, B.S., M.A., Ph.D. (1981, 1997) *Professor of Mathematics and Computer Science*. B.S., University of Richmond, 1973; M.A., University of Oklahoma, 1974; Ph.D., University of Oklahoma, 1978.

AMOS LEE LAINE, B.A., M.A., Ph.D. (1968, 1982) *Trinkle Professor of History*. B.A., Randolph-Macon College, 1962; M.A., Duke University, 1965; Ph.D., Duke University, 1972.

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Carolina University, 1981; M.F.A., East Carolina University, 1987.

ANNE CASTEEN LUND, B.S., M.S., Ph.D. (1974, 1997) *Professor of Biology*. B.S., Longwood College, 1967; M.S., Emory University, 1968; Ph.D., Emory University, 1974.

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WILLIAM WENDELL PORTERFIELD, B.S., M.S., Ph.D. (1964, 1968) *Venable Professor of Chemistry and Faculty Marshal*. B.S., University of North Carolina, 1957; M.S., California Institute of Technology, 1960; Ph.D., University of North Carolina, 1962.

MARY AYE PREVO, B.A., M.A. (1998) *Lecturer in Fine Arts*. B.A., State University College (SUNY) at New Paltz, 1977; M.A., Columbia University, 1979.

LIZABETH ANN RAND, B.A., M.A., Ph.D. (2002) *Assistant Professor of Rhetoric*. B.A., Coe College, 1986; M.A., Iowa State University, 1989; Ph.D., University of Nebraska, 2002.

DIANA AKERS RHOADS, A.B., A.M., Ph.D. (1985, 1997) *Adjunct Associate Professor of Rhetoric and English*. A.B., Smith College, 1966; A.M., Boston University, 1969; Ph.D., University of Virginia, 1979.

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A.A., Colegio adventista de Sagunto, 1976; B.A., University of North Carolina-Chapel Hill, 1971; M.A., University of North Carolina-Chapel Hill, 1977.

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JOEL A. SCHICKEL, B.S., B.A. (2005) *Lecturer in Philosophy*. B.S., Calvin College, 1997; B.A., Calvin College, 1997.

SHAWN HARRY SCHOOLING, B.A., M.F.A., Ph.D. (2000) *Lecturer in Rhetoric*. B.A., University of Virginia, 1995; M.F.A., University of Virginia, 1997; Ph.D., University of Southern Mississippi, 2000.

JEREMY THOMAS SCHWARTZ, B.B.A., M.S., M.A., Ph.D. (2003) *Assistant Professor of Economics*. B.B.A., Kent State University, 1993; M.S., Kent State University, 1994; M.A., Indiana University, 1998; Ph.D., Indiana University, 2003.

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WILLIAM ALBERT SHEAR, A.B., M.A., Ph.D. (1974, 1981) *Patterson Professor of Biology*. A.B., College of Wooster, 1963; M.A., University of New Mexico, 1965; Ph.D., Harvard University, 1971.

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PATRICK ALAN WILSON, B.A., M.A., Ph.D. (1990, 2003) *Professor of Philosophy*. B.A., University of Dallas, 1984; M.A., University of Notre Dame, 1986; Ph.D., University of Notre Dame, 1989.

SAMUEL VAUGHAN WILSON, B.A., LL.D., L.H.D. (1984, 2000) *President Emeritus and Wheat Visiting Professor in Leadership*. B.A., Hampden-Sydney College, 2000; LL.D., Hampden-Sydney College, 1979; L.H.D., Longwood College, 1999.

WARNER RIDDICK WINBORNE, B.A., M.A., Ph.D. (1999, 2003) *Assistant Professor of Political Science*. B.A., Hampden-Sydney College, 1988; M.A. Northern Illinois University, 1993; Ph.D., Northern Illinois University, 2001.

SAMUEL RUSSELL WOOD, B.A., M.A. (2001) *Lecturer in Rhetoric*. B.A., Lynchburg College, 1995; M.A., Virginia Polytechnic Institute and State University, 1998.

MARIA CAROLINA YÁBER, B.S., Ph.D. (2000, 2001) *Visiting Assistant Professor of Biology*. B.S., Universidad Simón Bolívar, 1990; Ph.D., Purdue University, 2000.

COMMITTEES OF THE FACULTY

The Committees of the Faculty meet regularly throughout the academic year. Through their members suggestions about College business or policy may be made. The major committees (Academic Affairs, Faculty Affairs, Student Affairs, Budget-Audit, Benefits, Committee for Faculty Appointments, and Grievance) and their subcommittees are listed below with their areas of responsibility and the names and terms of their members. Numbers in parentheses indicate the last year in office of full-term members; numbers in square brackets indicate one-year surrogates.

ACADEMIC AFFAIRS COMMITTEE

Responsible for general educational policy, new academic programs and departments, curriculum and course approval, non-classroom educational resources (e.g., audiovisual materials, computer programs, library), remedial and study skills programs, academic calendar, nominations of committee members where needed, and emergency action on behalf of the faculty. Also serves as the Executive Committee of the faculty between faculty meetings. May establish subcommittees and *ad hoc* committees, for purposes definite, to report to it.

Membership:

3 faculty members, one from each division, elected by each division, for 3-year staggered terms:

Afatsawo (06), TBA (07), Thornton (08)

1 faculty member elected at large annually:

McRae (06)

1 faculty member appointed by the President annually after the election of the above: Bloom (06)

1 student elected annually in the Spring by faculty members of the Committee (save for Executive Committee business): R.M. Ferguson

Dean of the Faculty, *ex officio:* Fleck

Chair, elected from within the Committee: TBA

Admissions and Financial Aid Committee

A subcommittee of the Academic Affairs Committee, responsible for supervision and implementation of the admissions and financial-aid policy established by the faculty.

Membership:

3 faculty members, one elected at large each year, for 3-year staggered terms: Sipe (06), Osoinach (07), Archer (08)

1 faculty member appointed annually by the President after the election of the above: Bagby (06)

Dean of Students, *ex officio:* Klein

Chair (Dean of Admissions, *ex officio:*): Garland

(The Chair shall invite such other members of the Administration as shall be appropriate to attend meetings when needed.)

Assessment Committee

A subcommittee of the Academic Affairs Committee, responsible for coordinating departmental and program assessments, recommending approaches to assessment to departments and programs, working with visiting assessment teams, and making recommendations on future assessment strategies to the Dean of the Faculty.

Membership:

3 faculty members, one from each division, elected by the division, for 3-year staggered terms:

Lund (06), Schwartz (07), K. Weese (08)

Dean of the Faculty, *ex officio:* Fleck

1 faculty member appointed by the Dean of the Faculty for a 3-year term: D. Weese (08)

Chair, appointed by the Dean of the Faculty for a 3-year term: D. Weese (08)

Health Sciences Committee

A subcommittee of the Academic Affairs Committee, responsible for advice and counsel for premedical and predental students; liaison with schools of dentistry, medicine, and osteopathic medicine; preparation of recommendations for applicants to such schools.

Membership:

4 faculty members, at least two of whom should represent the natural sciences, appointed by the President for 4-year staggered terms: Mueller (06), Deal (07), Severin (08), Thurman (09)

Chair, appointed annually by the Dean of the Faculty: TBA

Honors Council

A subcommittee of the Academic Affairs Committee, responsible for recruitment of honors scholars; coordination of departmental honors for juniors and seniors; administration of a program of book seminars, lectures, and cultural events; administration of Introductory Honors Program; administration of the Honors Scholarship program.

Membership:

3 faculty members, one from each division, appointed by the Dean of the Faculty for 3-year staggered terms: Davis (06), Emmons/Blackman (07), Hemler (08)

2 students drawn from the ranks of honors scholars (one either a junior or senior and one either a freshman or sophomore), appointed by the Dean of the Faculty on the recommendation of the Director of the Honors Program: TBA, TBA

Dean of the Faculty, *ex officio:* Fleck

Director, appointed by the Dean of the Faculty from the ranks of the faculty: K. Weese

Associate Director, appointed by the Dean of the Faculty from the ranks of the faculty: Utzinger

Human Research Review Committee

A subcommittee of the Academic Affairs Committee, responsible for reviewing those research activities on human subjects that are described in the statutes of the Commonwealth of Virginia and Department of Health and Human Services federal regulations.

Membership:

- 3 faculty members (tenured or non-tenured), one from each division, appointed for 3-year staggered terms by the Dean of the Faculty: Hunter (06), Simms (07), Mossler (08)
- 1 student appointed annually by the Dean of Students: J.D.B. Watson (06)
- 1 member of the administrative staff appointed for a 3-year term by the President: G. Culley (06)
- 1 member of the community, not otherwise associated with the College nor a member of the immediate family of a person associated with the College, appointed for a 3-year term by the Dean of the Faculty: McReynold (07)

Alternates appointed as necessary by the Dean of the Faculty

Dean of the Faculty, *ex officio*: Fleck

Chair, appointed annually by the Dean of the Faculty from within the committee: TBA

International Studies Committee

A subcommittee of the Academic Affairs Committee, responsible for generating and evaluating programs entailing foreign study, promotion of participation in such study, and screening applicants for foreign study.

Membership:

- 3 faculty members, one from each division, elected by the division, for 3-year staggered terms: Johnson (06), Anderson (07), Hamlett (08)
- 1 faculty member elected at large annually: Keohane (06)
- 1 faculty member appointed annually by the Dean of the Faculty: Grigg (06)

Director of International Studies, *ex officio*: Sercombe
Chair, elected from within the Committee: TBA

FACULTY AFFAIRS COMMITTEE

Oversight of policies affecting the faculty, including the Faculty Handbook, and advice to the Dean of the Faculty on faculty hiring, promotion, and tenure.

Membership (elected from tenured faculty):

- 3 faculty members, one elected from each division, by each division, for 3-year staggered terms: Devlin (06), Hattox (07), S. Smith (08)
- 3 faculty members, one from each division, elected by the faculty as a whole, for 3-year staggered terms: Gibson (06), Carney (07), Pelland (08)

Dean of the Faculty, without vote: Fleck
Chair, elected from among, and by, elected committee members: Pelland

Committee on Professional Development

Oversight of faculty research and development, including review of funded summer research and sabbaticals, development of general policy on support of faculty research, and planning and implementation of faculty development programs, and advice to the Dean of the Faculty on the funding of faculty research, sabbaticals, and development.

Membership:

- 3 faculty members, one elected from each division, by each division, for 3-year staggered terms: Vitale (06), Frye (07), Cohen (08)
- 3 faculty members (from tenured faculty), one from each division, elected by the faculty for 3-year staggered terms: Valente (06), Townsend (07), Lewis (08)

Dean of the Faculty, *ex officio*: Fleck

Chair, elected annually from within the Committee: TBA

Gender Issues Committee

A subcommittee of the Faculty Affairs Committee responsible for review and recommendation on concerns related to gender in the areas of college policy, curriculum, faculty evaluation, and cultural activities.

Membership:

- 3 faculty members, one elected from each division, by each division, for 3-year staggered terms: Rand (06), Thurman (07), Hunter (08)
- 1 faculty member elected at large for a 2-year term: Goad (06)
- 1 faculty member appointed by the Dean of the Faculty for a 2-year term: Iglesias (06)
- 2 students appointed by the President of the College annually in the spring: TBA, TBA

College Chaplain, *ex officio*: Orr
Chair, elected from within the Committee: TBA

STUDENT AFFAIRS COMMITTEE

Responsible for review, explication, and recommendation of policies and regulations pertaining to student life, including athletics and recreation, community service, disciplinary procedures, religious life, housing, food services, counseling and career services, vehicular traffic, and other non-academic aspects of campus life.

Membership:

- 3 faculty members, one elected at large each year, for 3-year staggered terms: Blackman (06), Winborne (07), Hemler (08)
- President of the Student Government: H.L. Rooker
- 2 students appointed by the President of the College annually in the spring: J.E. Barton, S.T. Everett

Dean of Students, *ex officio*: Klein
Chair, elected from within the Committee: TBA

Athletic Committee

A subcommittee of the Student Affairs Committee, responsible for implementation of athletic policies established by the faculty, oversight and review of varsity and intramural athletic programs, liaison between the Director of Athletics and the faculty.

Membership:

4 faculty members, one elected at large each year, for 4-year staggered terms: Hight (06), Anderson (07), Burns (08), P. Wilson (09)

1 student elected annually in the spring by faculty members of the Committee: M. Cvijanovic

Director of Athletics, *ex officio*: Bush

Dean of Students, *ex officio*: Klein

Faculty representative to the NCAA, *ex officio*: Mossler (11)

Chair, elected from within the Committee: TBA

Lectures and Programs Committee

A subcommittee of the Student Affairs Committee, responsible for planning, coordinating, and implementing co-curricular intellectual, cultural, and aesthetic activities.

Membership:

3 faculty members, serving 3-year staggered terms—one appointed by the President, two elected by the faculty: Deis (06), Vitale (07), Gigliotti-Guridi (08)

4 students chosen annually in the spring by the President of the Student Government: C.M. Ariail, R.E. Boykin, W.G. Kammerer, M.R. Moore

Dean of Students, *ex officio*: Klein

Chair, appointed by the President: Cohen

BUDGET-AUDIT COMMITTEE

Responsible for annual review and evaluation of priorities reflected in the budget, and the general fiscal condition of the College—the findings to be reported to the faculty, students, and trustees.

Membership:

4 faculty members elected for 4-year staggered terms, one from each division: Eastby (06), Arieti (08), R. Koether (09); and one from the faculty at large: Carilli (07)

Dean of the Faculty, *ex officio*: Fleck

Chair, elected from within the committee: TBA

BENEFITS COMMITTEE

Annual review of the benefits provided in employment contracts at the College. The committee members will serve as the faculty representatives to the College Benefits Committee.

Membership:

3 faculty members, one elected each year by the faculty as a whole for 3-year staggered terms: Deis (06), Dunn [07], Thornton (08)

1 faculty member appointed annually by the President after the election of the above: Barrus (06)

COMMITTEE FOR FACULTY APPOINTMENTS

Responsible for advising and making recommendations to the Dean of the Faculty on replacements at the time of retirements, resignations, and other departures; the addition of new continuing positions to established departments or programs; and the addition of a continuing position in an academic discipline, department, or program not presently represented in the curriculum.

Membership:

6 tenured faculty members, two from each division, three each from the Faculty Affairs and Academic Affairs Committees, appointed by the Dean of the Faculty. (In assembling the Committee, the Dean will normally select the chairs of the two committees. Members of those committees who are untenured and/or who belong to departments making arguments for a position will be ineligible to serve. In those instances in which either the Faculty Affairs Committee or Academic Affairs Committee has an insufficient number of members eligible to serve on the Committee, the respective committee will recommend a faculty member who is from the same division as the ineligible member and who has served on the Committee within the past three years.)

GRIEVANCE COMMITTEE

Responsible for hearing grievances, including appeals of tenure, promotion, and hiring decisions.

Membership (elected from tenured faculty):

5 faculty members elected at large for 3-year staggered terms; administrative officers are not eligible to serve: Frye (06), Bryce (07), K. Weese (07), Goad (08), Janowski (08)

2 alternates elected at large annually: Shear (06), Townsend (06)

Chair, elected from within the Committee: TBA

Faculty Representative to the Board of Trustees:

Hardy (08)

Faculty Representative to the NCAA: Mossler (11)

Clerk of the Faculty: Brinkley

Faculty Representative to the President's Council:

Hall (06)

Administrative Staff

ADMINISTRATIVE OFFICERS

2005-2006

| | |
|--------------------------------------|---|
| Walter M. Bortz III B.S., Ed.D..... | President of the College |
| Paul S. Baker, B.S., M.A., Ed.D..... | Vice President for College Relations and Administration |
| C. Beeler Brush, B.A..... | Vice President for Institutional Advancement |
| Earl W. Fleck, B.A., M.A., Ph.D..... | Provost and Dean of the Faculty |
| Anita H. Garland, B.A., M.B.A. | Dean of Admissions |
| David A. Klein, B.A., D. Min..... | Dean of Students |
| C. Norman Krueger, B.S., M.B.A. | Vice President for Business Affairs and Treasurer |

ADMINISTRATIVE STAFF

2005-2006

| | |
|--|--|
| Barbara S. Armentrout | Director of Human Resources |
| Hazel N. Baldwin | Manager, Bookstore |
| Terry W. Baldwin | Supervisor of Grounds |
| Cris T. Bell, B.A. | Assistant Head Football Coach |
| Elise A. Bernal, B.S., M.S. | Director of Assessment |
| Glen D. Bowman, B.A., M.S., Ph.D..... | Director of Counseling Services |
| Nicole V. Branch, B.S. | Prospect Researcher, Institutional Advancement |
| Brian T. Burns, B.S., M.Ed., M.L.S. | Media Librarian |
| Joseph E. Bush, B.S., M.S. | Director of Athletics and Head Golf Coach |
| Aaron P. Busi | Windows NT Systems Analyst/Network Engineer, Computing Center |
| Cynthia O. Campbell..... | Assistant Registrar |
| Steward J. Carlisle, B.S. | Assistant Football Coach and Head Strength Coach |
| Eunice W. Carwile, B.A., M.A. | Director of Corporate and Foundation Relations, Institutional Advancement |
| Lynn N. Clements | Assistant Director of Financial Aid |
| Sandra P. Cooke, B.S. | Director of College Events |
| Thomas C. Coyle III, B.A. | Assistant Dean of Admissions |
| James E. Crawley | Supervisor of Housekeeping, Buildings and Grounds |
| W. Glenn Culley, Jr., B.S., M.B.A. | Controller and Assistant Treasurer |
| Robert R. Davis III | Software Developer, Computing Center |
| William S. deWindt, B.S. | Computer System Analyst and Network Administrator, Computing Center, and Technician, Department of Physics and Astronomy |
| Cheryle M. Dixon, B.S., M.S. | Webmaster, Computing Center |
| Lewis H. Drew, B.A., M.A.T., Ed.D. | Special Assistant to the President |
| John L. Dudley, B.A. | College Editor, Publications Office |
| Richard P. Epperson II, B.A., M.S. | Assistant Vice President for Development and Alumni Relations |
| Martin A. Favret, B.A. | Head Football Coach |
| Jason M. Ferguson, B.A. | Associate Dean of Admissions |
| Elizabeth M. Ford, B.S.W., M.Ed. | Associate Dean for Academic Support |
| Karen H. Fowler | SQL Database Administrator, Computing Center |
| Christa D. Fye, A.A.S., B.S., M.Ed. | Academic Counselor, Office of Academic Success |

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|---|---|
| Michael P. Gardner, B.A. | Assistant Dean of Admissions |
| Kevin F. Garst, B.A., M.S. | Assistant Basketball and Head Cross Country Coach |
| Jeffrey S. Gee, A.A.S., B.S. | Director of Security and Police |
| Chandra L. Gigliotti-Guridi, B.S., M.A., M.S.L.S. | Instructional Technologist and Assistant Director of Eggleston Library |
| David L. Giles | Director of Facility Support, Buildings and Grounds |
| Paul J. Giles | Assistant Director of Physical Plant and Supervisor of Maintenance |
| Sherry M. Giles, A.A.S. | Senior Manager of Client Services, Computing Center |
| Sharon I. Goad, B.S., M.A., M.L.I.S., Ph.D. | Director, Eggleston Library, FICC, and Academic Computing |
| Margaret P. Graham, B.S.N., R.N. | Director of Moore Student Health Center |
| Thomas L. Gregory, B.S. | Director of Physical Plant |
| Mildred M. Grenouillou | Postmaster |
| Toni H. Hamlett, B.A., M.L.S. | Cataloging and Intellectual Access Librarian |
| Steven W. Harrell, B.S. | Director of Fitness Center |
| Barbara M. Henley, B.A. | Director of Planned Giving, Institutional Advancement |
| Robert T. Herdegen III, B.S., M.A., Ph.D. | Associate Dean of the Faculty |
| Cheryl C. Hill, B.S. | Accountant, Business Office |
| Amy L. Hunt, B.A., B.S., M.Ed. | Assistant Director of Career Development |
| Shaunna E. Hunter, B.A., M.L.I.S. | Public Services Librarian |
| Jeffrey C. Kinne, B.A. | Head Baseball Coach |
| Chad M. Krouse, B.A. | Assistant Director of Annual Giving, Institutional Advancement |
| Joshua B. Laux, B.A., M.S. | Head Soccer and Intramurals Coach |
| Wesley S. Lawson, B.A. | Assistant Dean of Students for Greek Life and Student Organizations |
| Lorie A. Mastemaker, B.A. | Director and Curator, Atkinson Museum |
| Richard C. McClintock, B.A., M.A., Ph.D. | Director of Publications |
| R. Andrew McPherson, B.S., M.S. | Head Athletic Trainer |
| Matthew A. Munsey, B.A. | Assistant Dean of Admissions |
| Robert C. Murray | Director of Computing |
| Mark A. Newcomb, B.A., M.T.S., M.Phil. | Registrar and Director of Institutional Research |
| Marcy Orr, B.A., M.Div., Ph.D. | College Chaplain |
| Andrea L. O'York | Assistant Director of Alumni Relations, Institutional Advancement |
| Ryan M. Pemberton, B.A. | Director of Annual Giving, Institutional Advancement |
| L. D. Phaup, Jr. | Business Manager |
| W. Todd Pugh, B.S. | Windows NT System Administrator and Network Analyst, Computing Center |
| Kerr C. Ramsay III, B.S. | Senior Assistant Dean of Admissions |
| Dustin S. Reynolds, B.A. | Assistant Dean of Admissions |
| Jason R. Rostan, B.A. | Assistant Lacrosse Coach |
| Raymond H. Rostan, B.A., M.S. | Head Lacrosse Coach and Assistant Athletic Director |
| Sharon M. Sercombe, B.S. | Director of International Studies |
| Gregory J. Sesny, B.E.E. | Assistant Football Coach/Defense and Head Tennis Coach |
| Thomas H. Shomo, B.A., M.Ed. | Director of Public Relations |
| Carol C. Smith, B.S. | Director of Advancement Services, Institutional Advancement |
| Ryan M. Smith, B.A. | Head Basketball Coach |
| L. Rucker Snead III, B.A., M.A., M.M.A.S. | Director of Career Development |
| C. William Sublett, B.A. | Major Gifts Officer, Institutional Advancement |
| Donald P. Turlington, B.A. | Sports Information Director |
| W. Keith Wellings, B.S. | Director of Financial Aid |
| George R. Wells, B.A., M.A.T. | Special Assistant to the Provost |
| Meade M. Whitaker, B.A. | Assistant Dean of Students for Student Activities and New Student Orientation |
| R. Dean Whitehead, B.S. | Superintendent of Grounds |
| Randolph L. Williams, Jr., B.S., M.S. | Associate Dean of Students |

SUPPORT STAFF

2005-2006

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| Jennifer S. Allen | Secretary, Office of Career Development |
| Elizabeth C. Amos | Assistant Manager and Textbook Coordinator, Bookstore |
| Rondi L. Arlton, B.A., M.A. | Assistant to the Director, Wilson Center for Leadership |
| Shelby E. Asal | Assistant Postmaster |
| Gary G. Barton, B.S., M.S., | Campus Security and Police Officer |
| M. Erlene Bowman | Head Cashier, Bookstore |
| Patricia A. Brandt..... | Secretary, Financial Aid Office and Rhetoric Program |
| Mary M. Brooks | Administrative Secretary and Student Visits Coordinator, Admissions Office |
| Betty M. Brunett | Postal Operations Assistant and Summer Programs Coordinator |
| C. Beth Bryant..... | Accounts Payable and Purchasing Assistant, Business Office |
| Janice D. Burkhardt, B.S..... | Accounts Payable and Purchasing Coordinator, Business Office |
| Wayne V. Burkhardt..... | Operations Assistant, Bookstore |
| Robert T. Card, Jr. | Shipping and Receiving Coordinator, Bookstore |
| Robert D. Carter | Stockroom Assistant, Buildings and Grounds |
| Linda F. Cassada | Public Relations Assistant |
| Connie L. Clabo | Payroll Coordinator, Human Resources Office |
| Ralph A. Crawley | Water/Sewer Supervisor, Buildings and Grounds |
| Maureen H. Culley, B.S. | Administrative Secretary, Office of the Provost and Dean of the Faculty |
| Michelle L. Dalton, B.A..... | Laboratory Technician, Department of Biology |
| Joan H. Davis | Office Assistant, Campus Security Office and Telecommunications |
| Donna G. Dean | Gift Accounting Coordinator, Institutional Advancement |
| D. Wayne East | Key Control, Work Order, and Inventory Coordinator, Buildings and Grounds |
| E. Raye Englebright, B.S..... | Assistant for Periodicals and Government Documents, Library |
| Dorotha J. Fahrner | Administrative Secretary, Office of the Dean of Students |
| T. Mark Fowler | Sergeant, Campus Security and Police |
| Joyce W. Fulcher | Secretary, Registrar's Office |
| Glenwood M. Giles | Assistant Supervisor of Maintenance and HVAC Mechanic, Buildings and Grounds |
| William E. Gillen | Inventory, Purchasing, and Storage Coordinator, Buildings and Grounds |
| Gregory L. Giuriceo | Campus Security and Police Officer |
| Melissa R. Hamlett | Human Resources Assistant |
| Pamela M. Henshaw | Senior Secretary, Institutional Advancement |
| Beverly B. Hines, B.S., M.S. | Stockroom Supervisor, Department of Chemistry |
| Jane F. Holland | Senior Academic Secretary, Morton Hall |
| Shirley T. Huskey | Student Life Data Coordinator, Office of the Dean of Students |
| Charles W. Ironmonger, Jr. | Technician, Cable TV, Telecommunications, and Fire Alarms |
| Krista F. Jacobs | Senior Secretary, Athletic Department |
| Virginia W. Johnston | Administrative Secretary, Business Office |
| Cynthia C. Jones, B.S. | Student Accounts Manager, Business Office |
| Norma S. Kernodle | Administrative Secretary, President's Office |
| Barbara P. Kiewiet de Jonge, B.S.N., R.N., C.N.N. | Primary College Health Nurse |
| William E. Lee, Jr. | Hardware/Desktop Support Analyst, Computing Center |
| Debbie W. Maxey | Admissions Operations Coordinator, Admissions Office |
| Karen P. Montgomery, A.A.S. | Executive Secretary to the President |
| Linda M. Napier | Gift Accounting Assistant, Institutional Advancement |
| Lisa H. Newcomb | Data Management Coordinator, Institutional Advancement |
| Debra M. Ownby | Business Operations Assistant, Business Office |
| Tina J. O'York | Academic Secretary, Bagby Hall |
| C. Edward Palmertree, Jr., A.A.S..... | Telecommunications System Technician |
| Rosa C. Peaks | Assistant Supervisor of Housekeeping, Buildings and Grounds |

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|---------------------------------------|---|
| Elaine D. Pettoni | Data Entry Clerk/Secretary, Admissions Office |
| Geraldine S. Pettus | Office Manager, Campus Security and Telecommunications |
| Lisi L. Platt | Secretary, Publications Office |
| Brandy R. Puckett, B.S. | Cashier, Business Office |
| Geraldine A. Randall, B.A., M.A. | Circulation, Reserve, and Interlibrary Loan Assistant, Library |
| Brenda M. Reamer | Helpdesk Coordinator and Office Assistant, Computing Center |
| Alex J. Reczkowski, B.A. | Assistant in Acquisitions and Cataloging, Library |
| Marie C. Reehill | Nurse Receptionist, Moore Student Health Center |
| Frank Riley III | Campus Security and Police Officer |
| Elizabeth M. Robertson | Data Coordinator, Admissions Office |
| Irvin M. Robertson | Laboratory Technician, Department of Physics and Astronomy |
| Shirley M. Robertson, B.S. | Collection and Loan Manager, Business Office |
| Karen I. Rostan, A.A.S. | Operations Assistant, Bookstore |
| Florence P. Seamster | Senior Secretary and Binding Assistant, Library |
| Catherine B. Smith, A.A.S. | Academic Secretary, Gilmer Hall |
| Claire M. Theune, B.A. | Secretary, Corporate and Foundation Relations, Institutional Advancement |
| Sarah W. Tolley, B.S. | Office Manager, Buildings and Grounds |
| Thomas J. Travis | Campus Security and Police Officer |
| Kevin A. Tuck, B.S., M.A. | Production Manager, Publications Office |
| Courtney L. Turlington, A.A.S. | Secretary, Alumni Relations, Institutional Advancement |
| Nancy S. Van Der Veer | Postal Operations Assistant |
| Barbara M. Watkins, B.S. | Library Assistant in Cataloging |
| Gerri C. Williams | Secretary, Associate Dean for Academic Support and Director of Counseling Services |
| Debra G. Wray | Office Manager and Systems Supervisor, Financial Aid Office |
| Sandra F. Yeatts, B.M.E., M.S. | Administrative Secretary and Campaign Assistant, Institutional Advancement |

ACADEMIC CALENDAR 2005-2006

*First Semester***August 2005**

27 Saturday—Freshmen and transfers report
30 Tuesday—All other students report
31 Wednesday—Classes begin

September

7 Wednesday—Last day of Add Period

October

7 Friday—Deficiency reports due in Registrar's Office
10 Monday—No Classes*
11 Tuesday—No Classes*
20 Thursday—Beginning of registration for the spring semester
21 Friday—Last day of Drop Period

November

1 Tuesday—Rhetoric Proficiency Examination
11 Friday—Close of registration for spring courses
22 Tuesday—Thanksgiving break begins after classes
28 Monday—Classes resume

December

8 Thursday—Final Rhetoric 100, 101, 102 essay examinations
13 Tuesday—Last day of classes
14 Wednesday—Study day
14 Wednesday—Final Rhetoric 100, 101, 102 editing examinations
15 Thursday—Study day
16 Friday—First day of final examinations
18 Sunday—Study day
21 Wednesday—Last day of final examinations

*Second Semester***January 2006**

15 Sunday—New and transfer students report
17 Tuesday—All other students report
18 Wednesday—Classes begin
25 Wednesday—Last day of Add Period

February

24 Friday—Deficiency reports due in Registrar's Office

March

8 Wednesday—Last day of Drop Period
10 Friday—Spring break begins after classes
20 Monday—Classes resume
28 Tuesday—Beginning of registration for the fall semester
28 Tuesday—Rhetoric Proficiency Examination

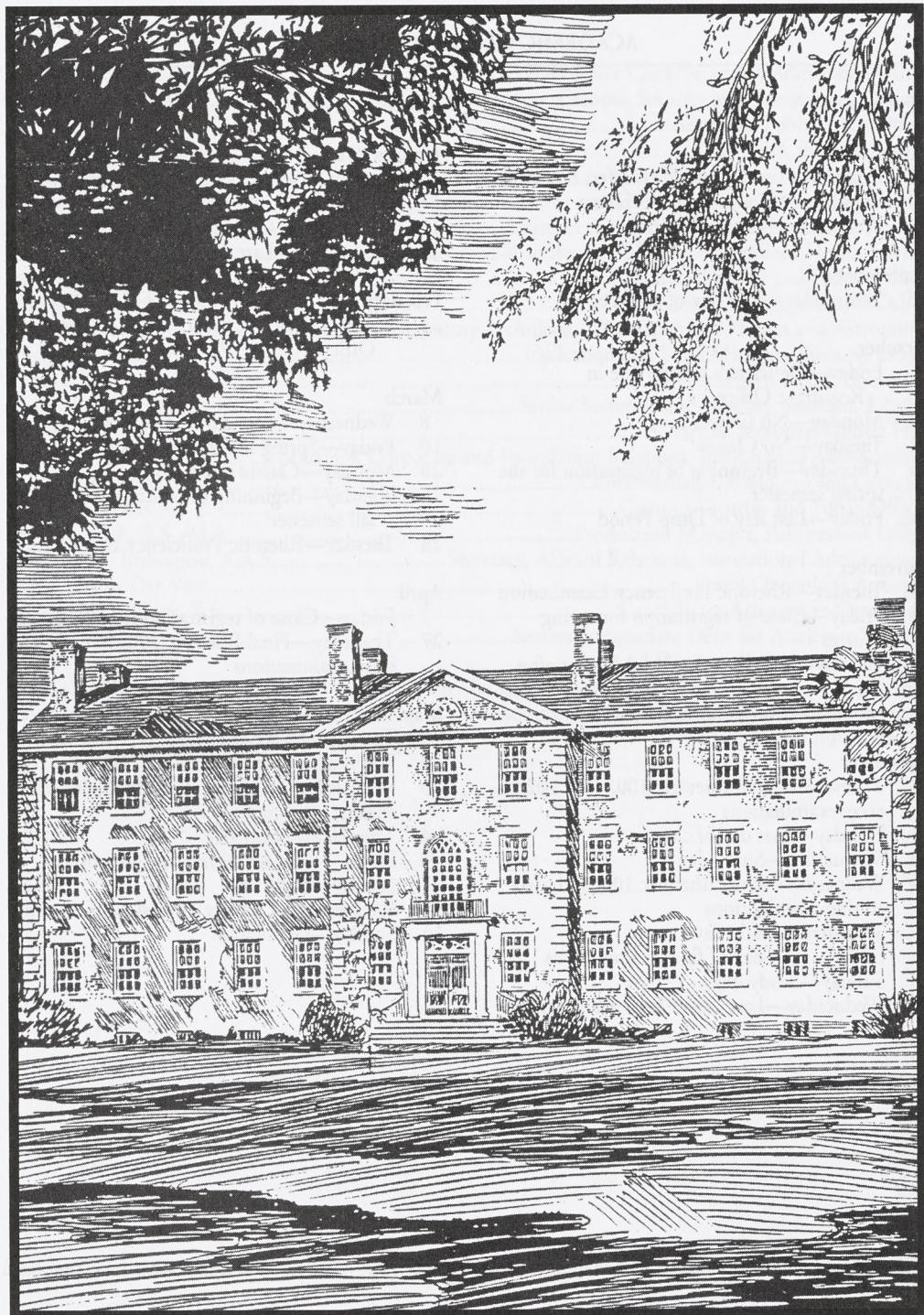
April

7 Friday—Close of registration for fall courses
27 Thursday—Final Rhetoric 100, 101, 102 essay examinations

May

2 Tuesday—Last day of classes
3 Wednesday—Study day
3 Wednesday—Final Rhetoric 100, 101, 102 editing examinations
4 Thursday—Study day
5 Friday—First day of final examinations
7 Sunday—Study day
10 Wednesday—Last day of final examinations
14 Sunday—Graduation

* For students who wish to remain on campus October 8 through 11, residence halls will remain open and meals will be provided.



MORTON HALL (1936)

Academic Program

In keeping with its original purpose, Hampden-Sydney seeks "to form good men and good citizens in an atmosphere of sound learning." The College is committed to the development of humane and lettered men and to the belief that a liberal education provides the best foundation not only for a professional career, but for the great intellectual and moral challenges of life. In an age of specialization, Hampden-Sydney responds to the call for well-rounded men who are educated in world cultures and can bring to bear on modern life the wisdom of the past. The College seeks to awaken intellectual potential in a search for truth that extends beyond the undergraduate experience. The College encourages each student to develop clarity and objectivity in thought, a sensitive moral conscience, and a dedication to responsible citizenship.

The liberal education offered at Hampden-Sydney prepares the student for the fulfillment of freedom. It introduces the student to general principles and areas of knowledge which develop minds and characters capable of making enlightened choices between truth and error, between right and wrong. The mere facts about a subject do not speak for themselves. They must be interpreted against a background of ideas derived from an understanding of the nature of logic, language, and ethics. The individual who is educated in these areas and in the basic disciplines is able to confront any event with true freedom to act, outside the constraints of prejudice and impulse. Thus Hampden-Sydney's curriculum is directed toward the cultivation of a literate, articulate, and critical mind through the study of the sciences, the humanities, and the social sciences. It provides both breadth and depth in learning and encourages independent programs of study. Believing that education should be a liberating experience emancipating men from ignorance, Hampden-Sydney strives to make men truly free.

CAREER PREPARATION

Because liberal education stresses breadth of learning rather than narrow specialization, Hampden-Sydney students are prepared for a variety of career choices. Those students who wish to enter graduate school or one of the professions requiring training beyond the undergraduate level will find appropriate educational opportunities,

academic programs, and guidance at Hampden-Sydney. Students are encouraged to contact the Career Development office early in their academic careers for guidance and assistance while exploring and preparing for career opportunities.

GRADUATE STUDY

Students who plan to pursue graduate work maintain close liaison with members of the faculty in the area in which they plan to continue their education. To gain admission to graduate school, an applicant is expected to have done undergraduate work of high quality. A reading knowledge of at least one modern foreign language is usually required for the Ph.D. degree, and the applicant must score well on the Graduate Record Examination. For more specific requirements, students should consult the catalogues of graduate schools to which they are interested in applying.

BUSINESS

Liberal education at Hampden-Sydney establishes a strong and broad educational foundation appropriate to later work in business. Whatever a student's major department may be, he learns the skills essential to working in any business and develops an understanding of his society and the people with whom he deals.

Hampden-Sydney graduates have entered the fields of business from every major program of the College. Many prepare for business careers by electing a major in Economics, especially in Economics and Commerce. Some, from Economics and other disciplines, continue their education in Master of Business Administration (M.B.A.) graduate programs. Students interested in careers in business or study in an M.B.A. program should contact Professor Gibson of the Department of Economics.

THE CHRISTIAN MINISTRY

Hampden-Sydney provides an excellent foundation for those who wish to become Christian ministers. Theological seminaries do not specify particular courses as prerequisites for admission, but instead urge those who contemplate entering the Christian ministry to take a broadly based selection of courses in the humanities and in the social and natural sciences. While not requiring Hebrew and Greek for admission, seminaries recommend that a prospective minister acquire in

his undergraduate training a working knowledge of those languages.

ENGINEERING

Hampden-Sydney's programs in the natural sciences, mathematics, and computer science offer exceptional preparation for careers in engineering. The College fosters a successful dual-degree program with the University of Virginia. The College offers a solid core of subjects that provide a foundation for many engineering specialties. Hampden-Sydney's small classes and opportunities for close student-faculty contact strengthen that foundation.

Students interested in a career in engineering should see Professor Cheyne of the Department of Physics and Astronomy early in their freshman year.

GOVERNMENT

The academic program of the College is ideal for preparing students for public service. Students from all majors have entered careers in government or other public arenas. One path to such a career is the Public Service Certificate Program, a part of the Wilson Center for Leadership in the Public Interest (below), which combines courses in ethics, economics, and political science, as well as an internship, in preparing students for significant roles in government.

LAW

Students planning a career in law are encouraged to follow a broad, liberal course of study. In fact, the Association of American Law Schools recommends liberal education because "many of the goals of legal education are also the goals of liberal education." A program of study in which students develop the habits of thoroughness, intellectual curiosity, logical thinking, analysis of social institutions, and clarity of expression is strongly recommended. Those skills are employed throughout the liberal arts curriculum in the study of ethics, history, rhetoric, literature, politics, mathematics, the sciences, and languages.

At Hampden-Sydney, the Pre-Law Society guides and assists students in preparing for law school and the legal profession. The Society disseminates information about admission to law schools and about preparation for the Law School Admission Test (LSAT); it also brings to the College guest speakers to discuss legal issues, sponsors visiting lecturers, and arranges trips to visit courts in session. Students interested in a law career should get in touch with Professor Marc C. Hight of the Department of Philosophy.

MEDICINE AND DENTISTRY

A liberal education such as that offered by Hampden-Sydney is excellent preparation for those students who wish to pursue medical training and careers in the medical professions. According to recent editions of Medical School Admissions Requirements (MSAR), published by the Association of American Medical Colleges, all medical schools "recognize the importance of a broad education—a strong foundation in the natural sciences (biology, chemistry, mathematics and physics), highly developed communication skills, and a solid background in the social sciences and humanities."

A majority of medical and dental applicants major in science, though the choice of major in itself has no influence on chances for acceptance by a medical school. Again according to MSAR, "The medical profession seeks individuals from diverse educational backgrounds who will bring to the profession a variety of talents and interests." Students with strong interests in two fields sometimes elect a double major.

Whatever his major and choice of electives, the student should choose each semester a challenging curriculum that assists in his rapid development and builds a strong record for admission. Virtually all U.S. medical and dental schools require at least two semesters each of basic courses, with laboratories, in biology, chemistry, and physics. A candidate's performance in these courses generally carries more weight in the admissions process than that in other courses, particularly for the non-science major who has less additional science work for consideration. Certain medical and dental schools list additional required or recommended courses in such fields as mathematics and rhetoric or English. Students should consult MSAR for the particular requirements of each institution to which they may apply.

Every U.S. medical school requires applicants to take the Medical College Admissions Test (MCAT), and every dental school, the Dental Admissions Test (DAT). The MCAT, given twice a year at Hampden-Sydney, and the DAT, given twice a year in Richmond, are normally first taken in the spring of the junior year.

The Health Sciences Committee of the Faculty advises students on their preparation for medical and dental schools and assists them in the application process. On request, the Committee prepares recommendations for transmittal to all institutions to which the student has applied. In addition, the College participates in a joint program with Eastern Virginia Medical School, through which outstanding students receive early assurance of admission to medical

school; and another with the George Washington University School of Medicine, through which two outstanding premedical students may be selected at the end of their sophomore year to enter the medical school once they have completed the requirements for graduation from Hampden-Sydney College (see pp. 32-33). Students planning a career in medicine or dentistry should contact the chair of the Committee no later than the spring semester of their freshman year.

SECONDARY-SCHOOL TEACHING

A broadly based liberal education, with a strong major in the field to be taught and supporting courses in related areas, provides an excellent preparation for the individual who wishes not merely to qualify for, but to excel in, teaching at the secondary level. Courses needed to satisfy the certification requirements of the State of Virginia for some majors offered at Hampden-Sydney may be taken at Hampden-Sydney, at Longwood University (through the cooperative program), or at an EXCHANGE institution (see p. 33). Students who wish to earn full certification should consult Associate Dean of the Faculty Herdegen. Such students should contact Dean Herdegen early in their college career, preferably during the fall of their freshman year, because certain prerequisite courses must be completed by the end of the sophomore year in order to obtain teaching certification at graduation.

In support of its commitment to secondary-school teaching, the College annually awards several Brown Teaching Fellowships, which help defray the cost of certification courses for students intending to teach in public school systems. Interested students should consult Dean Herdegen.

EDUCATIONAL SUPPORT FACILITIES AND SERVICES

EGGLESTON LIBRARY AND FUQUA INTERNATIONAL COMMUNICATIONS CENTER

Eggleston Library is an integral resource in the education offered by Hampden-Sydney, with a collection that supports the College's liberal-arts curriculum and a staff trained and eager to aid students in its use. The ability to use an academic library with confidence is one of the distinctive marks of an educated person. By means of formal and informal instruction in research methods and bibliography, students are encouraged to progress from the heavy reliance on textbooks and assigned readings characteristic of the freshman to the independent work of the graduate scholar who has learned how to discover and gain maximum benefit from library resources.

Containing more than 239,000 volumes, 383 periodicals, and more than 5,000 e-journals, an extensive media collection, and government documents, the collection is arranged in open stacks accessible by all students. Open 103 hours per week, the Library provides a pleasant environment for study and research. The public-services staff provides assistance weekdays and most evenings, and conducts classes on library research methods. Through the College's centralized computer network, users can access the Library's on-line catalogue, more than 2000 full-text journals and newspapers, and a variety of national and international indexes and databases. Access is available via computers located in the Library itself, in dormitories, and in academic buildings.

The Library also supports and makes available the College's Blackboard software. This software enables faculty to place their courses online. Currently 65% of course sections are available in an online format. Students may consult syllabi, participate in online class discussions, engage in group networking, visit external links, and exchange papers with faculty. Access to Blackboard is available at any time, from any computer, anywhere in the world.

The Fuqua International Communications Center (FICC), located in the lower level of Eggleston Library, houses an extensive collection of sound (audio compact discs, records, books on tapes) and video (videotapes and DVDs) resources for use in the Center or for loan. In encouraging students and faculty to make appropriate use of media, the FICC meets their particular needs through such services as circulating audio/visual resources, consulting on projects involving instructional technology, and aiding in the production of educational media. Digital image-scanning, multimedia production, videotape production/editing, audio/videotape duplication, and satellite video-conference reception are available.

In addition to three small multimedia rooms, the Center houses the Jessie Ball duPont Classroom for use by faculty and students wishing to present media formats (including satellite reception) to larger groups.

COMPUTING

John Brooks Fuqua Computing Center

The mission of John B. Fuqua Computing Center is fivefold:

- 1) Implementing, developing, and maintaining the College technology infrastructure.
- 2) Providing technology training and support for general-use software.

- 3) Life-cycle technology planning, development, implementation, and support.
- 4) Assuring stability, reliability, and security of all applications, systems, and networks.
- 5) Developing, maintaining, and assuring compliance with technology-related policies and procedures.

Location and Facilities

Located in Johns Auditorium, the Computing Center serves as the Enterprise Information Portal of the Hampden-Sydney community. In addition to housing all centralized computing systems which support the administrative and academic processes of the College, the Computing Center houses a general-use lab facility for student, faculty, and staff use. All lab machines provide standard productivity software applications, in addition to web, e-mail, and video-conferencing capabilities.

Administrative Systems

The Computing Center implements and maintains the systems, applications, and infrastructure which support the business processes of the institution. This service is achieved by constantly assessing infrastructure performance and use, and addressing these areas either by modifying existing services and processes, or by incorporating new technology to support the needs of users.

Academic Computing

The Computing Center serves as Tier 2 support for all instructional technology initiatives at the College. Academic computing is housed in the Eggleston Library. The Computing Center provides implementation, management, and support services for academic computing systems and servers.

Client Services

The commitment of the Computing Center is to offer professional-level technology services for all constituents of the Hampden-Sydney community. The Client Services division of the Computing Center operates the College Technology Helpdesk, is responsible for all associated support tasks, and provides end-user training for general-use/standard software applications.

Web Services

The Web Services division of the Computing Center maintains and operates all official web sites of the College, assures integrity of all data posted on such sites, and leads the College in strategic

planning and standards for all official and unofficial web pages within the "hsc.edu" domain.

Data Communications

Located within the J.B. Fuqua Computing Center, the Hampden-Sydney College Network Operations Center (HSCNOC) is responsible for the maintenance and operation of the Campus data communications network. The HSCNOC monitors all College Internet connections, conducts performance vs. use analysis of the telecommunications infrastructure, and performs network upgrades to ensure the speed and reliability of the campus Local Area Network (LAN). Additionally, the HSCNOC is responsible for all data communications security, as well as critical network services. The HSCNOC provides Ethernet access for each on-campus resident, dial-up connectivity to the campus LAN for members of the community, and Ethernet connectivity in numerous publicly accessible areas of the campus.

Policies and Procedure

The Computing Center develops, recommends, and assures compliance with all technology-related policies and procedures of the College.

SPECIAL PROGRAMS

WILSON CENTER FOR LEADERSHIP IN THE PUBLIC INTEREST

Inaugurated in 1997, the Wilson Center for Leadership in the Public Interest oversees campus-wide efforts to prepare students, alumni, and the people of Southside Virginia to be informed citizens and effective leaders.

The James Madison Program in Public Service

One of the programs of the Wilson Center is the James Madison Public Service Certificate Program for students interested in careers in government. Those who successfully complete the Concentration receive the Public Service Certificate and have their participation noted on their transcripts. Full-time students who wish to participate in this program must apply for admission in their sophomore year. If admitted, they are required to complete Interdisciplinary Studies 375 by the end of their junior year. Beginning in the fall of their junior year, students are urged to enroll in special one-hour "lab" classes (INDS 377-380) that are offered each semester. The other courses required for the Concentration are Interdisciplinary Studies 395 (Public Service Internship Research Project), and at least three of the following (but no more than two from any one department): (1)

Economics 208, (2) Economics 231, (3) Economics 402 or Political Science 231, (4) Interdisciplinary Studies 440, 465, (5) Philosophy 314 or Religion 225, (6) Political Science 230 or 333, (7) Psychology 306, (8) Psychology 310, and (9) Rhetoric 210. In extraordinary circumstances, a student whose project can better be accomplished through pure research can petition the Public Service Program Committee to pursue research in the place of Interdisciplinary Studies 395.

Students enrolled in the certificate program are expected to engage in community service activities either as participants in the "Good Men, Good Citizens" program or through association with organizations such as Habitat For Humanity. Finally, completion of the certificate requires satisfaction of the requirements of the Society of '91 leadership program that falls under the Dean of Students' Office or participation in the annual leadership workshops offered by the Wilson Center for Leadership in the Public Interest.

Second-semester sophomores who wish to be considered for participation in the certificate program should have a GPA of at least 2.7 and must submit an application, including an essay, to the Director of the Public Service Program, Professor David E. Marion of the Department of Political Science, by the Friday following Spring Break. For additional information, students should contact Professor Marion.

Military Leadership and National Security Studies Track

The Military Leadership and National Security Studies track in the public service program is designed for students who are interested in the historical, political, cultural, ethical, and legal dimensions of national security policy as well as the place and role of the military in American society. Participation in this program should enrich the training received by students enrolled in the ROTC program or who hold positions with National Guard or Reserve units; however, students need not be in the ROTC program to participate in the certificate program, and participation in the ROTC program will not guarantee admission to the certificate program. Those who successfully complete the Concentration receive the Public Service Certificate and have their participation noted on their transcripts.

Students enrolled in the program must complete one required course during each of their final three years at Hampden-Sydney College: Interdisciplinary Studies 275 (sophomore year), History 377 (junior year), and Interdisciplinary Studies 440 (senior year). Students also must complete at least two courses from separate departments outside the major, selected from Political

Science 340 or History 313; Political Science 442; Interdisciplinary Studies 465; Rhetoric 210; Religion 225 or Philosophy 314; Religion 103; Psychology 310; English 207; and Political Science 230 or Interdisciplinary Studies 375. In addition, candidates for the certificate will be expected to satisfy at least one of the following requirements: hold a student leadership position, participate in the Society of '91 Program, and/or complete an approved summer military training program.

Students who wish to be considered for participation in the Military Leadership and National Security Studies Track must have a cumulative GPA of at least 2.7 and must submit an application to Professor Simms of the Department of History by November 1 of their sophomore year.

THE HONORS PROGRAM

The Honors Program is designed for the student who has given evidence of a high degree of intellectual curiosity, independence of thought, excitement about learning, and appreciation of knowledge—for the student who brings out the best in his fellow students and his teachers alike. Participants in the program are encouraged to take an active role in the learning process, entering into dialogue with their professors and their classmates. With its small classes and excellent faculty, Hampden-Sydney provides a first-rate learning environment for such active, engaged students. Participation in Honors work is limited to recipients of honors scholarships and to other demonstrably superior students who apply for membership in the program. Entrance into any phase of the program is subject to the approval of the Honors Council. Interested students should contact the Director of the Honors Program, Professor K. Weese.

The program includes the following components, each an independent entity:

Honors 101-102, Introductory Honors:

Seminars for freshman honors scholars, consisting of one course per semester for two semesters. The cross-disciplinary Honors seminar is taught jointly by two instructors normally drawn from two of the College's three divisions (Humanities, Social Sciences, Natural Sciences). Four-fifths of the student's course work in the freshman year is taken in the broader curriculum of the College.

Honors 261-262, 361-362, 461-462; Honors Reading Seminars: Small-group seminars for sophomore, junior, and senior honors scholars. These seminars normally meet weekly and focus on one book during the course of the semester.

Student Summer Research Program: Research

grants awarded to rising sophomores, juniors, or seniors who show exceptional promise as independent researchers. Application is made to the Honors Council.

Departmental Honors: Departmental Honors promotes independence, self-reliant study, and appreciation of the relationship between the particular concerns of an academic discipline and the broader spectrum of the liberal arts. Qualified juniors and seniors may apply to pursue Departmental Honors within the department of their major. If a student is pursuing a double major, he may devise a Cross-Disciplinary Honors project that draws on his work in both disciplines. Ordinarily, a student who wishes to pursue Departmental Honors or Cross-Disciplinary Honors must possess an overall academic average of at least 3.0 with an average of at least 3.3 in the department(s) of his major(s).

Departmental Honors work includes from six to twelve credit hours in specially designed courses and independent study. Credit is given for laboratory work. Like students pursuing Honors within a single department, students undertaking a Cross-Disciplinary Honors project may receive credit for specially designed courses and independent study, which may be located in a single department or officially registered under the rubric of Interdisciplinary Studies. Credit hours will reflect the extent of the interdisciplinary work undertaken. (Note: A three-hour independent study housed in one of a student's majors will not also count as a three-hour course in the other major. If a student pursuing Cross-Disciplinary Honors wishes to earn six hours of course credit, he must devise an independent study that is worthy of six hours' credit.) Specific requirements and eligibility are established by individual departments, in conjunction with the Honors Council.

Interested students should consult the Chair(s) of the appropriate department(s) or the Director of the Honors Program, Professor K. Weese.

Senior Fellowship: The Senior Fellowship is intended to be a cross-disciplinary course of study not easily housed within a single major and not easily accomplished through a sequence of regular courses in several majors. The Senior Fellowship emphasizes breadth as well as depth of study and thus is different from departmental honors projects housed within a major.

In the spring of their junior year a group of men is selected to be Senior Fellows for the following year. These men must demonstrate the maturity, intellectual competence, and imaginative curiosity to warrant their pursuit of a program of independent study contributing to their own

enrichment and that of the College. The Fellows are permitted the maximum amount of freedom consonant with the satisfactory development and completion of their personal projects. That freedom can include the waiving of conventional upper-division requirements in the Fellow's major or majors, though applicants for the Senior Fellowship must complete all core requirements in the curriculum. The strongest applicants for the Senior Fellowship will have completed most, if not all, such requirements by the end of the junior year. Each Senior Fellow will work closely with an advisor in executing his program of study. The essence of the Senior Fellowship program is responsible individualism. Within a reasonable academic framework, the student is offered an unexcelled opportunity for personal intellectual fulfillment.

As a necessary part of the Senior Fellowship program, students enroll in Honors 499-500, in which they undertake at least six and at most fifteen hours of independent research during each semester of the senior year (for a year's total of between twelve and thirty hours).

Each Senior Fellow is supervised by an advisory committee comprising the advisor and chair of the committee, an instructor in the student's major who works closely with the student and who is responsible for convening regular meetings of the committee; possibly a second instructor in the student's major or second major; an instructor from a discipline pertinent to the student's work; and a member of the Honors Council.

Selection of the Fellows, who normally must have earned a cumulative grade-point average of at least 3.5, is made by the President on the recommendation of the Honors Council. The Council will provide general supervision of all programs and may prescribe certain requirements for the Fellows. Also, the Council must certify at year's end that the program of study undertaken has been successfully completed.

Members of the junior class may become candidates for Senior Fellowships by individual application or on nomination by any member of the faculty. Each candidate must file his application with the Director of the Honors Program, Professor K. Weese, during the first few weeks of the second semester. Senior Fellows pay full tuition.

AREA CONCENTRATION IN INTERNATIONAL STUDIES

Students with a particular interest in international studies may elect to follow, in addition to the regular academic major, a coherent

pattern of internationally oriented courses and related requirements leading to a Certificate in International Studies. Requirements include:

- (1) a minimum of ten courses from a broad list drawn from the humanities and the social and natural sciences, selected from a minimum of four departments, with no more than three of the ten from any single department;
- (2) a "capstone" course consisting of an independent study project and a one-credit-hour interdisciplinary seminar for all students involved in capstone projects, wherein participants will give frequent reports on their research; and
- (3) a summer, semester, or year of foreign study.

Students should normally declare their intention to undertake this program by formal application at the end of the sophomore year. Interested students should consult the chair of the International Studies Committee of the Faculty.

CONCENTRATION IN ENVIRONMENTAL STUDIES

Students with a particular interest in environmental studies may elect to follow, in addition to the regular academic major, a coherent pattern of courses oriented to the environment. Students are introduced to both the scientific and the humanistic dimensions of environmental issues. The requirements for the concentration are (a) Biology 108 and 203, and Economics 212; (b) one course chosen from Physics 108 and Chemistry 105, 106, or 110 and 151; (c) two courses, from two different departments, chosen from English 204, Interdisciplinary Studies 440, Political Science 231, Religion 103, 225, or 329, and Sociology 201; and (d) Interdisciplinary Studies 372. There will also be extracurricular programs and internships. Students interested in the concentration should consult the coordinator, Professor Townsend.

INTERNSHIPS

Students may receive academic credit for internships related to their academic fields of study. Internships combine work done normally in the summer before the student's senior year with on-going course work and the production of a substantial research paper on a related issue. See under Course Offerings: Special Topics, Independent Study, and Internships.

MAY TERM

Hampden-Sydney conducts a five-week May Term starting one to two weeks after Commencement. One of its purposes is to provide students with

an opportunity to take courses which are experimental in content or presentation, particularly those which require extensive time off campus. (See also May Term Abroad, below.) These special summer courses carry regular academic credit. In addition, certain courses offered during the regular session are also offered during the May Term so that students can accelerate progress toward graduation, meet requirements ahead of schedule, or repeat courses. The maximum load that a student may carry during the May Term is two courses (with any corequisite laboratories). Fees are charged by the course-hour. Students may live in Hampden-Sydney dormitories, and all College facilities are available for their use.

Students who are in good standing at Hampden-Sydney or other colleges are eligible for admission to the May Term; those on academic suspension from Hampden-Sydney or another institution are not eligible. Admission to the May Term in no way assures admission to a degree program at Hampden-Sydney College.

Credits earned during the May Term are applicable to degree programs and are transferable to other institutions. For Hampden-Sydney students, grades and quality units will be calculated in the cumulative average after completion of a subsequent full semester. Acceptance of May Term credits by other institutions depends on the policy of those institutions.

The application deadline for on-campus May Term courses is May 1. Applications for May Term Abroad courses are accepted in December and January, and deposit fees are due on February 1. Other information, including the schedule of courses, is available early in the spring semester from Associate Dean of the Faculty Herdegen.

THE RHETORIC PROGRAM

To ensure that all graduates of the College are able to write and speak clearly, cogently, and grammatically, the faculty in 1978 established the Rhetoric Program. In order to be graduated from the College, a student must satisfy all components of the Rhetoric proficiency requirement.

Rhetoric 100, 101, and 102: For students who need intensive training in basic writing and reading skills, the program is a three-course sequence, Rhetoric 100, 101, and 102; for other students, the program consists of a two-course sequence, Rhetoric 101 and 102. If a student performs exceptionally well in Rhetoric 100, he may be exempted from Rhetoric 101 with the consent of the Director of the Program. Entering

students who write particularly well or who have scored four or five on the English Language and Composition examination of the College Board, or six or seven on the appropriate International Baccalaureate Examination (see pp. 112-113) may be exempted from Rhetoric 101. Exemption from 102 is granted only to transfer students who have earned six hours of credit in writing courses in another college and who pass the Rhetoric Proficiency Examination upon entering Hampden-Sydney College.

Rhetoric Proficiency Examination: Each student must write the proficiency examination in Rhetoric at the end of his sophomore year. The examination is a three-hour timed essay; the completed essays are evaluated by readers drawn from the faculty at large. Those students whose essays are judged unsatisfactory may retake the examination each semester until they reach the equivalent of their seventh semester at the College (or the first semester of their senior year). At that point, students are enrolled in Rhetoric 200: Proficiency Tutorial.

Rhetoric 200: Proficiency Tutorial: If a student has not passed the timed Rhetoric Proficiency Examination and has completed the equivalent of six semesters of enrollment without passing the examination, he will be enrolled during his next semester in a three-hour, non-credit course, Rhetoric 200: Proficiency Tutorial. In Rhetoric 200 a student writes three essays (8-10 pages each) under the tutelage of an instructor in the Rhetoric Program. A panel of readers drawn from the faculty at large evaluates the finished essays. If the essays are judged adequate, the student has satisfied the College's requirement of proficiency in writing. If the essays are judged inadequate, the student must enroll in the course again.

Any student unable to demonstrate proficiency in writing either by passing the timed essay examination or by successfully completing the requirements of Rhetoric 200 will not be graduated from the College.

This requirement applies equally to all students, whether transfer students or not. Transfer students who expect to receive six credit hours for composition courses taken elsewhere must take and pass the proficiency examination at the beginning of their first semester of residence.

COOPERATIVE PROGRAMS

DUAL-DEGREE PROGRAM IN ENGINEERING

Hampden-Sydney College offers students interested in a career in engineering the opportunity to earn a Bachelor of Science degree from the College and a master's degree from the School of

Engineering and Applied Science at the University of Virginia in approximately five years.

A dual-degree candidate enrolls as a science or mathematics major at the College for his first three years. Upon completion of the College's core and major requirements with a B+ or higher average in his mathematics and science courses as well as overall, he applies for admission to the University of Virginia's School of Engineering and Applied Science as a special non-degree undergraduate student. Provided that the student earns grades of C or higher in the appropriate courses at the University of Virginia, transfer credit will be awarded to complete the bachelor's degree at the College. The student then will be eligible to apply to a graduate program in the School of Engineering and Applied Science.

The graduate portion of the program normally requires 12 months of work to obtain a Master of Engineering degree or one and one-half years to obtain a Master of Science degree, which requires the writing of a thesis. In some instances, the master's degree may be bypassed if a student proceeds to the doctorate.

Interested students should contact Professor Cheyne of the Department of Physics and Astronomy for further information.

EASTERN VIRGINIA MEDICAL SCHOOL JOINT PROGRAM (BS/MD)

Through an agreement with Eastern Virginia Medical School (EVMS), outstanding premedical students may gain assurance early in their college careers of admission into medical school. Each year the EVMS Admissions Committee, in consultation with Hampden-Sydney's Health Sciences Committee, selects a small number of rising sophomores for a program that assures participants admission to EVMS upon satisfactory completion of their undergraduate studies at Hampden-Sydney. The program also encourages selected students to choose from among the wide variety of courses in the liberal arts and sciences offered at Hampden-Sydney and relieves them of the stress associated with application to medical school. Although these students are assured of admission, they are not obligated to attend EVMS upon graduation from Hampden-Sydney. For more information concerning this program, interested students should contact the chair of the Health Sciences Committee early in their freshman year.

THE GEORGE WASHINGTON UNIVERSITY SCHOOL OF MEDICINE EARLY SELECTION PROGRAM

Through an agreement with The George Washington University School of Medicine and Health Sciences, two outstanding premedical students may be selected at the end of their sophomore year to enter the medical school at The George Washington University once they have completed the requirements for graduation from Hampden-Sydney College. The early selection process allows these highly qualified premedical students greater flexibility in course selection as they complete the baccalaureate degree. For more information concerning this program, interested students should contact the chair of the Health Sciences Committee early in their freshman year.

EXCHANGE

Hampden-Sydney College participates with Hollins University, Randolph-Macon College, Randolph-Macon Woman's College, Sweet Briar College, Mary Baldwin College, and Washington and Lee University in a program known as EXCHANGE: A College Consortium. This program, designed primarily for juniors, enables students of the College to study for a semester or academic year at one of the other schools. The program is intended to broaden the educational opportunities of students and to provide a different campus environment. The eligibility of students to participate in EXCHANGE is determined by the home institution. Interested students should apply to the Registrar.

LONGWOOD UNIVERSITY COOPERATIVE PROGRAM

The variety of courses available to Hampden-Sydney students has been increased by a cooperative arrangement with Longwood University, a state institution in nearby Farmville, under which full-time students at either institution may enroll in certain courses at the other institution without added expense. A list of approved Longwood courses is maintained by the Registrar. Application for a Longwood course is made through the Registrar at Hampden-Sydney, preferably during the Add period at the beginning of each semester. Students are admitted to courses on a space-available basis.

ARMY RESERVE OFFICERS TRAINING CORPS (ROTC)

As part of the Longwood University Cooperative Program, Hampden-Sydney students may enroll in the Army Reserve Officers Training Corps

(ROTC) program. Application for the following Military Science and Leadership courses is made through the Registrar at Hampden-Sydney, just as for any other course at Longwood University. Students interested in the ROTC Program should contact the ROTC Officer in Charge at Longwood University: phone (434) 395-2136, e-mail rotc@longwood.edu; or the Hampden-Sydney College Career Development office. Such courses are recorded on the student's transcript. However, Military Science and Leadership courses do not count as hours toward graduation, nor are grades earned in them included in a student's grade-point average.

Longwood University offers the following ROTC courses:

Military Science and Leadership 101. Leadership and Personal Development. These initial lessons establish a framework for understanding officership, leadership, and Army values. Additionally, the semester addresses "life skills," including fitness and time management.

Military Science and Leadership 102. Foundations in Leadership. Establishes foundation of basic leadership fundamentals, such as problem-solving, communications, briefings and effective writing, goal-setting, techniques for improving listening and speaking skills, and an introduction to counseling.

Military Science and Leadership 201. Individual Leadership Studies. Designed to develop the student's knowledge of self, self-confidence, and individual leadership skills. Through experiential learning activities, students develop problem-solving and critical-thinking skills, and apply communication, feedback, and conflict-resolution skills.

Military Science and Leadership 202. Leadership in Changing Environments. Examines the challenges of leading in complex contemporary operational environments. Dimensions of the cross-cultural challenges of leadership in a constantly changing world are highlighted and applied to practical Army leadership tasks and situations.

Military Science and Leadership 301. Adaptive Team Leadership. Students conduct self-assessment of leadership style, develop personal fitness regimens, and learn to plan and conduct individual/small-unit tactical training while testing reasoning and problem-solving techniques.

Military Science and Leadership 302. Leadership and Ethics. Examines the role communications, values, and ethics play in effective leadership. Topics include ethical decision-making, consideration of others, spirituality in the military, and Army leadership doctrine.

Military Science and Leadership 401. Developing Adaptive Leaders. Develops student proficiency in planning and executing complex operations, in functioning as a member of a staff, and in mentoring subordinates.

Students explore training management, methods of effective staff collaboration, and developmental counseling techniques.

Military Science and Leadership 402. Leadership in a Complex World. Study includes case-study analysis of military law and practical exercises in establishing an ethical command climate. Students must complete a semester long Senior Leadership Project that requires them to plan, organize, collaborate, analyze, and demonstrate their leadership skills.

Scholarships are available for participants in ROTC. (See pp. 117-118.)

MARINE SCIENCE EDUCATIONAL CONSORTIUM

Students who are preparing for careers in the marine sciences, or who have a strong interest in oceanography, may apply to train at a marine facility through the Marine Science Educational Consortium (MSEC) of the Marine Laboratory of Duke University. Through MSEC the students have priority access to formal courses and supervised research in the marine sciences.

Enrollment in the academic term-in-residence program is limited; admission is made on the basis of the student's ability to complete the course of study. All students will be eligible for Duke University course credit. For further information, including the Marine Laboratory Bulletin with its complete description of facilities, faculty, and opportunities, see Professor Anderson of the Department of Chemistry.

WASHINGTON SEMESTER AND WORLD CAPITALS PROGRAMS

Hampden-Sydney College is one of approximately 100 colleges and universities whose students are eligible to participate in the Washington Semester and World Capitals Programs of American University in Washington, D.C.

The Washington Semester Program is designed to afford qualified students an opportunity to study American government in action through courses in the School of Government and Public Affairs of American University and through direct discussion with major public officials, political figures, lobbyists, and others active in national government. In addition to the regular Washington Semester, the arrangement with American University includes programs in Urban Affairs, Foreign Policy, Criminal Justice, Economic Policy, American Studies, and Science and Technology.

The World Capitals Program offers semester-long academic work in such cities as Beijing, Brussels, Buenos Aires, London, and Vienna.

Each program has three components:

The Seminar (8 credit hours) consists of both required readings and discussions among students, faculty, and invited speakers.

The Internship (4 credit hours) provides each student with an opportunity to gain first-hand experience as a member of the staff of an organization directly involved in the area of study.

The Research Project (4 credit hours) gives students latitude for independent research in subjects and issues of personal interest.

Applicants must be seniors, juniors, or second-semester sophomores at the time of their participation in the Program. They must possess a cumulative grade-point average of 2.5 or above. Successful applicants pay tuition and fees to Hampden-Sydney. They are considered by both institutions to be registered at Hampden-Sydney, and the semester's work at American University becomes part of the Hampden-Sydney transcript for degree credit.

Application procedures are announced twice a year. Interested students should contact Professor David E. Marion of the Department of Political Science for further information.

INTERNATIONAL STUDIES

In addition to the College's own academic study-abroad programs, Hampden-Sydney students are eligible to participate and earn academic credits in approved foreign-study programs sponsored by other colleges or educational organizations. These programs offer a variety of opportunities for study in Europe, Central and South America, South and East Asia, and the Middle East.

Students in full-year or semester programs should have earned a minimum of 45 hours with a grade-point average of 2.5 at the time of undertaking foreign study. Ordinarily, full-year or semester programs of foreign study are approved from the second semester of the sophomore year through the junior year. Students may participate in summer programs of foreign study at any point in their academic careers as long as they are in good standing at the College and meet the requirements of the program to which they are applying.

Grades in courses taken by modern languages majors in fulfillment of their major requirement for foreign study are computed as part of their grade-point average. Grades in courses taught in a foreign country by Hampden-Sydney professors and courses offered in a program in which Hampden-Sydney College has policy-making and administrative oversight (e.g., the Virginia Program at Oxford) are also computed in the grade-point

average. Hampden-Sydney students are able to transfer credit hours for all passing work with a grade of C or better completed in programs endorsed by the International Studies Committee. All other foreign-study courses are considered for transfer credit on an *ad hoc* basis. Any student who studies abroad is responsible for providing the Registrar's Office with transcripts of the work promptly on completion of the foreign study.

Students should make foreign-study plans in consultation with their academic advisor and the Director of International Studies, Mrs. Sercombe. Students should contact the Office of Financial Aid to consider the impact of foreign study on their financial aid. Some financial aid may be available to eligible Hampden-Sydney students wishing to study abroad. Information about foreign-study programs is available from the Office of International Studies.

To encourage and facilitate foreign study, the International Studies Committee of the Faculty approves foreign-study programs in three categories:

I. Endorsed programs: This is a select list of semester and academic-year programs chosen for their compatibility with the College's goals and curriculum, students' living and classroom status at the host institution, and the location of the programs. Students are expected to take at least one course in the language (where the dominant language is not English) and the culture of the host country. These programs are the principal foreign-study programs recommended to Hampden-Sydney students. Courses in these programs must be approved in advance by the chairs of the academic departments involved. The current listing of endorsed programs is available from the Office of International Studies.

The addition of a foreign-study program to the College's list of endorsed programs requires an in-depth review by the International Studies Committee of the Faculty and subsequent approval by the Dean of the Faculty, followed by the completion of an articulation agreement with the host institution for the program. In order to allow sufficient time for this process, requests for such additions must be submitted to the International Studies Committee of the Faculty at least one full semester in advance of the desired date of participation in such a program.

II. Programs for Modern Language Majors: The Department of Modern Languages endorses certain programs for the purpose of satisfying the foreign-study requirement by its majors. These programs are endorsed for modern language majors and are not necessarily suitable for other

students. Students should consult the chair of the Department of Modern Languages about these programs.

III. Supplementary Programs: Interested students arrange individually for approval of participation in programs not specifically endorsed by the College. The burden of demonstrating that a specific program fits the College's goals and is important to the student's educational program lies with the student. Students should contact the Director of International Studies for information about the process for applying to any program which is not on the current list of endorsed programs. Students must establish course equivalence with departments on an individual basis. College-administered financial aid is not available for these programs.

MAY TERM ABROAD

Each year Hampden-Sydney faculty develop May Term Abroad programs in special topics within their disciplines. These programs generally run from mid-May to mid-June and carry 3 to 6 hours of credit. Costs for these programs typically include Hampden-Sydney tuition, airfare, accommodations, some meals, ground transportation, entrance fees and tours pertinent to course content, and insurance. Past programs have included European Union Studies in France, Economics/Political Science/Culture studies in Eastern Europe, Tropical Biology in Mexico, Theatre in Scotland, Language Immersion in Spain, and Area Studies in Egypt. May Term Abroad options are announced each fall, applications are accepted in December and January, and deposit fees are due on February 1. Students in good standing at Hampden-Sydney or other colleges are eligible to participate.

VIRGINIA PROGRAM AT OXFORD

Among the endorsed programs is the Virginia Program at Oxford, a six-week summer program at St. Anne's College, Oxford University. Students earn six hours of course credit studying Tudor-Stuart History and Literature the Oxford way, in small tutorials with British faculty supplemented by lectures from many of the best historians and literary scholars in England. Students from Mary Baldwin, Roanoke, and Sweet Briar Colleges, Virginia Military Institute, and Washington and Lee University also participate in the program. For more information, contact Professor Kagan of the Department of Fine Arts.

COURSE OF STUDY

The course of study at Hampden-Sydney College offers to students opportunities for both breadth

and depth in learning and encourages independent study. The requirements for a bachelor's degree fall into two areas: Core Requirements and Major Requirements. In addition, there is the opportunity to take elective courses that are not required but may enhance the education of the student.

In order to graduate, students must earn 120 semester hours of credit with a cumulative grade-point average of at least 2.0 and be in residence at the College at least two academic years, including the last year preceding graduation. (See below.)

A member of the faculty is assigned to advise each entering student during his first three semesters. Freshmen normally take a Rhetoric course, Western Culture 101, and a course in a foreign language. The rest of the schedule may include a science and/or a mathematics course and courses in other areas that satisfy one of the core requirements, and in areas in which students may consider majoring. Students are encouraged to complete many of the core requirements during their first two years so that in the last two years they can concentrate on their majors and electives. In the second semester of the sophomore year, students are asked to select a major and then are assigned to an advisor in the department of the major.

Every student who completes the following requirements in ten or fewer semesters will receive a Bachelor of Arts or, for a student majoring in the natural sciences who requests it, a Bachelor of Science degree. It is solely the responsibility of the student to make sure that he meets all of the stated requirements for his degree.

CORE REQUIREMENTS

Students may use any appropriate courses, unless otherwise stated, to satisfy both core and major requirements. A course that is used to satisfy one core requirement cannot also be used to satisfy another core requirement.

Only courses worth at least three semester hours of credit may be used to satisfy the following core requirements:

I. Language and Literature

A. Rhetoric

1. Rhetoric 101 and 102 (unless exempted), and
2. Pass either the Rhetoric Proficiency Exam or Rhetoric 200

B. Foreign Language: the 201-202 sequence of a classical or a modern language, or any 300-level course in a classical or a modern language. International students should refer to the statement following the Core Requirements.

C. Literature: one course from among Classical Studies 203, 204; English literature courses; classical and modern language literature courses at the 300-level and above.

II. Natural Sciences and Mathematics

- A. Natural Sciences: two courses, chosen from different departments, including at least one (with corequisite laboratory) from among Biology 110, Chemistry 110; Astronomy 110; Physics 131.
- B. Mathematics: one course from among Mathematics 121, 130, 140, 141, 142, 231, 242
- C. One additional course outside the department of the major

III. Social Sciences

One course outside the department of the major from among Economics 101, Political Science 101, 220; Psychology 101, 102; Sociology 201.

IV. Western Culture

- A. Western Culture 101, 102, and 103
- B. American Studies: two courses, chosen from different departments outside the major, from among United States history courses at the 100- or 200-level; English 204, 221, 222, 224, 230; Political Science 101, 102, 300; Religion 231, 232, 334, 336.

V. International Studies

An approved study-abroad experience (either during the academic year, in May Term, or in summer school), or one course from among History 205, 206, 207, 208, 209, 210; Economics 210; English 228; Political Science 322, 324, 325, 326, 327; Religion 103, 202, 203, 204.

VI. Religious and Philosophical Studies

One course from among Religion 101, 102, 103; Philosophy 102, 201, 301, 302, 303.

VII. Fine Arts

One course from among Fine Arts 103, 105, 108, 110, 111, 206, 302; or two courses from among Fine Arts 208, 211, 212, 214, 215, 218, 308, 314, 315, 317, 407.

FOREIGN LANGUAGE REQUIREMENT FOR INTERNATIONAL STUDENTS

International students who are non-native speakers of English may have the foreign language require-

ment waived upon presentation of evidence to the Executive Committee of the Faculty that their prior instruction has been primarily in a language other than English.

MAJOR REQUIREMENT

The major affords students the opportunity to study a particular subject in depth. It comprises a minimum of 30 credits of work in the discipline and directly supporting coursework; some majors comprise more than 30 credits, as indicated in the departmental sections. The major is intended to complement the broad education provided by core requirements and electives. Students must successfully complete a major in one of Hampden-Sydney's academic departments in order to be graduated from the College. Ordinarily a student selects his major during his fourth semester at the College and notifies the Registrar of his choice. If his interests change, a student may change his major while he is an upperclassman.

The College offers majors in the following disciplines or groups of disciplines:

| | |
|--|---|
| Applied Computational Physics | Greek |
| Applied Mathematics | Greek and Latin |
| Biology | History |
| Chemistry | Humanities |
| Chemistry, Biochemistry | Interscience (Biology-Chemistry, Biology-Physics, Mathematics- Natural Science) |
| Classical Studies | Latin |
| Computer Science | Mathematical Economics |
| Economics | Mathematics |
| Economics and Commerce | Philosophy |
| English | Physics |
| Fine Arts | Political Science |
| Fine Arts with a concentration in Music, Theatre, or Visual Arts | Psychology |
| French | Religion |
| German | Religion and Philosophy |
| | Spanish |

The requirements for each of these majors may be found in the section on Course Offerings.

CREDIT HOURS REQUIREMENT

Students meet the credit hours requirement by the successful completion of enough course work to total 120 semester hours of credit. A semester hour

of credit is authorized for a class which meets 50 minutes per week for the semester or for a laboratory which meets two and one-half hours per week for the semester.

RESIDENCE REQUIREMENT

In order to graduate, students must be in residence at the College a minimum of two academic years, including the last year preceding graduation. A minimum of sixty hours of credit (of the 120 hours required for graduation) must be earned in courses taught at Hampden-Sydney. Following termination of the last semester of residence a student may receive no more than eight semester hours of credit for work done elsewhere.

QUALITY REQUIREMENT

In order to graduate from the College, a student must have a grade-point average of 2.0 or better on work taken at Hampden-Sydney or in cooperative programs. The grade-point average is calculated by dividing the total quality units earned in Hampden-Sydney and cooperative programs by the total hours attempted therein. (See the explanation of quality points on p. 39.)

PART-TIME ENROLLMENT

A student is considered a full-time degree candidate in each semester if he is enrolled in courses with a minimum of 12 credit hours. With the permission of the Dean of the Faculty, students who are degree candidates may enroll on a part-time basis and take fewer than 12 hours of academic credit in a semester. Part-time students are not normally permitted to live on campus. A student who begins a semester as a full-time degree candidate enrolled in 12 or more hours of classes and who subsequently reduces his enrollment to fewer than 12 hours is not entitled to part-time status or fees. Further information about part-time status may be obtained from the Office of the Dean of the Faculty.

SPECIAL STUDENTS

With the permission of the Dean of the Faculty, students who are not candidates for degrees may enroll for academic credit. Except under unusual circumstances, special students may enroll for no more than 7 hours of credit. Enrollment as a special student does not constitute or imply admission to the College as a candidate for a degree. Credits earned by special students may be applied to degree candidacy once the student has been admitted to the College through the normal admissions procedure. A student who begins a

semester as a full-time degree candidate enrolled in 12 or more hours of classes and who subsequently reduces his enrollment to fewer than 12 hours is not entitled to special-student status or fees. Further information about special-student status may be obtained from the Office of the Dean of the Faculty.

REQUIREMENTS FOR A SECOND BACHELOR'S DEGREE

Anyone who has earned a bachelor's degree at Hampden-Sydney or at another accredited institution may seek to earn a second bachelor's degree at Hampden-Sydney. The candidate for the second degree must be cleared by the regular admissions process. Granting of the second degree requires the completion of two semesters of residence at Hampden-Sydney and of at least 30 hours of academic credit during that period. In addition, fulfillment of the present core requirements through courses taken in the original four-year program and/or courses taken in the fifth year, and similarly the fulfillment of the course requirements for an academic major distinct from the major of the original bachelor's degree, are required. The student's proposed fifth-year program must also be approved for overall coherence and quality by the Dean of the Faculty and the chair of the second major department.

THE ADVISING SYSTEM

A faculty advisor is assigned to each entering student well before the student arrives on campus in order to aid him in setting his first-semester schedule of courses. On entering the College, students take an advising seminar conducted by their advisors with the assistance of student peer advisors. The purpose of the seminar is to introduce to the student life at a liberal-arts college and the free discussion of ideas. The student meets regularly with his advisor and peer advisor in the seminar, at other times as the student's academic or personal situation demands, and occasionally for social events. In other semesters the advisor and student continue to meet, though not in a regularly scheduled seminar. After the student has selected his major, ordinarily in the second semester of his sophomore year, an advisor in the department of that major is assigned to him for subsequent advising and planning a coherent program for the junior and senior years.

Students consult their advisors before registering for classes each semester, and they are urged to seek consultation whenever an academic or personal problem warrants counsel.

Advisors supervise students' fulfillment of core and major requirements, provide help in understanding academic policies and grades, recommend and approve course selections appropriate to the students' background and educational interests, and, in general, oversee their academic program. Advisors may give guidance in the choice of graduate study or vocational opportunities.

THE HONOR SYSTEM

The heart of all academic and social conduct at Hampden-Sydney is the Honor System, and the heart of the Honor System is individual responsibility. It presumes that every student is a gentleman who will conduct himself in a trustworthy and honest manner; it assumes further that every student is concerned with the strict observance of those principles for his own sake, for the sake of his fellow students, and for the sake of the College. Students, faculty members, and administrators place the highest value on integrity and honesty, and all support the Honor System.

The Honor System is administered by students elected to office by the student body. In the orientation of freshmen and transfer students, Honor Court members explain the Honor Code. Before formally matriculating at the College, a student must sign a statement acknowledging that he understands the Honor System and that an infraction is punishable by dishonorable suspension or dismissal. The Honor System pledge, which students write on their tests and other college work, is "On my honor I have neither given nor received any aid on this work, nor am I aware of any breach of the Honor Code that I shall not immediately report."

Infractions of the Honor Code are cheating; plagiarism; lying; stealing; forgery; intentionally passing a bad check; knowingly furnishing false information to the College; failing to report Honor Code violations; altering or using College or other documents or instruments of identification with intent to defraud or deceive; taking a book or other library materials out of the library without checking it, or them, out at the desk; removing any section of library materials, such as tearing or cutting out a page, or parts of a page; and unauthorized access to or use of College computer files, including attempts to gain unauthorized access or use. Suspected violations are investigated by student officers; trials are conducted by the Student Court.

Students convicted of an infraction of the Honor Code that involves a course will receive the grade of F in that course.

The aim of the Honor System is to instill and emphasize the highest standards of character and conduct, and to maintain community trust. A student's obligation under the Honor System does not stop at the limits of the campus but applies in all places at all times.

Further details about the Honor System and the Code are published in *The Key: Hampden-Sydney College Student Handbook*.

HAMPDEN-SYDNEY ATHLETICS

Mission Statement

The athletic program is important at any college, but is particularly important at Hampden-Sydney because of the overwhelming interest of our students in athletics; approximately 25% of the student body participates in intercollegiate athletics and over 70% in the intramural program. Athletics, quite simply, is vital to the wholeness of the College. Essentially, the program can be divided into several components: intramurals, intercollegiate athletics, lifetime sports, physical fitness, and recreational programs.

As indicated, intramurals constitutes an important element within the athletic program, especially given the large percentage of students who actively participate at this level.

A lifetime sports and recreational program gives students an opportunity to keep physically fit while learning a new athletic skill that can be beneficial later in life.

Intercollegiate athletics plays a significant role at this college, not only because it provides an important outlet for many students, but also because such competition is good for participants. The varsity intercollegiate program can be and is a true character-building experience. One learns from winning, one learns from losing, and one learns from playing the game. One learns something about coping with pressure, commitment, loyalty, self-discipline, sacrifice, and pain—what it takes as well as what it means to compete. When one considers that 50% of all incoming freshmen intend to participate in the intercollegiate programs, then one realizes what athletics means to the College. Many of the best students at Hampden-Sydney are also varsity athletes, young men who come to this college in part to engage in intercollegiate athletics.

ACADEMIC REGULATIONS

Each student who enrolls at Hampden-Sydney is expected to become familiar with the regulations and practices set forth in the following section. Academic rules, regulations, practices, and proce-

dures are fundamental to the total educational program at the College. Questions regarding these regulations may be directed to the student's advisor, the Registrar, or the Office of the Dean of the Faculty.

GRADES AND QUALITY POINTS

Course work is evaluated in the following terms:

| <i>Grades</i> | <i>Quality Points</i> | |
|---------------|-----------------------------|---------------------|
| <i>hour</i> | | <i>per semester</i> |
| A | Excellent | 4 |
| A- | | 3.7 |
| B+ | | 3.3 |
| B | Good | 3 |
| B- | | 2.7 |
| C+ | | 2.3 |
| C | Fair | 2 |
| C- | | 1.7 |
| D+ | | 1.3 |
| D | Poor | 1 |
| F | Failure | 0 |
| W | Withdrew or Withdrawn | 0 |
| WF | Withdrew Failing or | 0 |
| | Withdrew Failing | |
| I | Incomplete | 0 |

GRADE REPORTING

At the end of every semester a grade report is sent to each student.

INCOMPLETES

Grades of Incomplete (I) must be removed by a date determined by the instructor, but no later than five class days after the beginning of the semester following the semester in which the Incomplete is given. Incompletes that have not been removed by the end of this period will be converted to permanent grades of F.

A student who receives a grade of Incomplete for the spring semester, who, as a result, is potentially subject to suspension, and who wishes to enroll in May Term, has until the fifth day of May Term to complete the work for which he has received the grade of I (Incomplete). If such work has not been completed by the fifth day, or if the work is completed and the resulting cumulative academic record warrants suspension, the student shall be withdrawn from any May Term courses in which he is enrolled and any tuition paid will be refunded.

DEAN'S LIST

The Dean's List is compiled at the end of each semester. It lists those students who have earned at

least a 3.3 grade-point average that semester, for at least 15 credit hours of work.

GRADUATION WITH HONORS

Graduation with honors shall be accorded to students who meet the following requirements:

Summa cum laude—a grade-point average of 3.7;

Magna cum laude—a grade-point average of 3.5;

Cum laude—a grade-point average of 3.3.

For honors in a particular department, see the The Honors Program: Departmental Honors in this catalogue

DEFICIENCY REPORTS

If at mid-semester a student, in the judgment of his instructor, is doing unsatisfactory work, the instructor may send him a deficiency report. The report includes a statement of the student's grade at mid-term, as well as the reasons for the grade. Copies of the report are sent to all students' advisors and to the Dean of Faculty, and to parents or guardians of freshmen and first-semester sophomores. A student who receives a deficiency report is expected to consult his advisor and the instructor who issued the report, and to take action to improve his academic performance.

GOOD ACADEMIC STANDING

A student is in good academic standing if at the end of any semester he has an accumulated grade-point average of at least 2.0 and the credit hours listed below; a student who falls below the 2.0 average or the number of credit hours listed below is not in good academic standing:

| Semester | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|----------|----|----|----|----|----|----|-----|
| Hours | 12 | 26 | 41 | 57 | 73 | 89 | 105 |

STANDARDS GOVERNING ACADEMIC PROBATION AND SUSPENSION

1. A student whose cumulative grade-point average falls below the following standards will be placed on academic probation:

| Effective Semester in College | 1 | 2 | 3 | 4 | 5 | 6 or more |
|---------------------------------|-----|-----|-----|------|------|-----------|
| Accumulated Grade-Point Average | 1.2 | 1.5 | 1.7 | 1.85 | 1.95 | 2.00 |

2. A student who is subject to continuing probation at the end of any probationary semester will be suspended from enrollment, unless he shows, in the judgment of the Executive Committee of the Faculty, marked improvement in his academic performance or evidence of an honest effort at improvement.

3. A student on academic probation who falls below the following standards will be suspended from enrollment:

| Effective Semester in College | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---------------------------------|---|-----|-----|-----|-----|-----|-----|-----|-----|
| Accumulated Grade-Point Average | — | 1.2 | 1.3 | 1.4 | 1.5 | 1.6 | 1.7 | 1.8 | 1.9 |

4. A student who receives a grade of F in more than 50% of the hours he has attempted in any one semester will be suspended from enrollment.

5. A student who returns to Hampden-Sydney after an academic suspension or other absence and whose academic record justifies his being on probation at the time of his return will be placed on academic probation. A student who returns after an academic suspension will ordinarily be held accountable to the standards pertaining to probation and discretionary suspension (as described in regulations 1 and 2 above) applicable to the semester at the end of which he was suspended, thus dropping back one semester relative to the requirements specified in those standards. This status will not be changed by transfer credit of up to ten hours earned between suspension and readmission. However, the standards pertaining to mandatory suspension (as described under regulation 3 above) will remain as stated.

6. The semester standing of a transfer student with respect to academic probation regulations will be determined by the sum of hours transferred from other institutions and hours attempted at Hampden-Sydney.

ACADEMIC COUNSELING

As a condition of continued enrollment at the College, a student on academic probation is required to work with the Office of Academic Success to improve his academic performance.

READMISSION STATEMENT

If a student is dismissed from the College or if he withdraws voluntarily, he must make formal application for readmission. He should contact the Admissions Office for the proper forms and

for information regarding readmission. The student's application will be considered by the Faculty Admissions Committee, which will review his academic record and citizenship at Hampden-Sydney (and in some cases his secondary-school record) as well as his activities during the period of his separation from the College. Each decision is made on an individual basis, and it is up to the applicant for readmission to demonstrate convincingly that he should be readmitted. The Admissions Committee is in no way obligated to readmit any student, no matter what the circumstances of his withdrawal or the terms of his suspension.

AUDITING COURSES

A student who desires to audit a class may do so with the permission of the instructor. The student will receive no credit for an audited course, but he will earn a grade of "AU" if all requirements specified by the instructor for auditing are met. With the permission of the instructor, students may change an audit course to a credit course before the end of the drop period.

REPEATING COURSES

A student may repeat once any previously passed course. The student, however, will receive credit for the course only once. The grade from the first time the course was taken will remain on the student's permanent record. Hours attempted and quality points earned will be counted for both times the course is taken and will be included in the computation of the student's cumulative grade-point average. (A student may repeat a course previously failed until he passes it. However, all failing grades earned during earlier enrollment in the course remain on the student's permanent record and are included in the computation of the student's cumulative grade-point average.)

TRANSFER CREDIT

Students may receive credit hours for college courses taken at another institution if they earn a grade of C or higher. The grade and hours earned are entered on the student's transcript, but no quality points are given and the grade-point average is unaffected. Students receive credit only for courses which are equivalent to those available at Hampden-Sydney and which are not being presented toward a degree at any other institution. Students receive no credit for correspondence courses. Students may use credit hours earned at another institution to satisfy core, major, or elective requirements of the Hampden-Sydney curriculum, provided that authorization is granted

by the appropriate Hampden-Sydney department chair. Any student who wishes to transfer credit is responsible for providing the Registrar's Office with transcripts of the work promptly on completion of the study.

SUMMER SCHOOL CREDIT

Subject to departmental approval, students may receive credit hours for courses taken in summer school at a four-year accredited institution if they earn a grade of C or higher. The grade and hours earned are entered on the student's transcript, but no quality points are given and the grade-point average is unaffected. Departmental approval should normally be obtained before a student enrolls in the course. Any student who wishes to receive credit for such courses is responsible for providing the Registrar's Office with transcripts of the work promptly on completion of the study.

REGISTRATION

During the summer before he enrolls, each new student will receive from his advisor recommendations for first-semester courses and instructions on registering for courses online. Subsequently, he consults with his advisor on courses for each following semester and receives from the advisor the PIN which will enable him to register online.

ADDING AND DROPPING COURSES

Students are encouraged to consult with their advisors before making changes to their schedules. Once a student has registered:

1. He may add an open course through the first week of classes in any semester.
2. He may add a closed course with the written permission of the instructor through the first week of classes in any semester.
3. He may drop a course without penalty during the first seven weeks of the semester provided that his remaining course load is at least 12 hours. Courses dropped in such a manner will not appear on the student's permanent record. Students may drop a course without charge through the first five days of each semester. A \$5.00 fee will be charged students after the fifth day of each semester.
4. A student hopelessly deficient in one course may, with the permission of the instructor, advisor, and Registrar, drop that course after the deadline for withdrawing. The grade for the semester will be recorded as WF.
5. Specific deadlines for withdrawing from courses are given in the Academic Calendar (p. 23).

COURSE-LOAD REGULATIONS

Every student needs to carry a course load of 15-16 hours each semester in order to make satisfactory progress toward the 120 hours required for graduation.

Every student must carry a minimum course load of 12 hours each semester. To take fewer than 12 hours the student must receive the permission of his advisor and the Dean of the Faculty. For further information, see the section on PART-TIME ENROLLMENT, p. 37. No student may take more than 19 hours in any semester without special permission of the Executive Committee of the Faculty.

CLASS ATTENDANCE

Attendance policies

- In each course freshmen are permitted one unexcused absence per semester for each credit hour earned by passing the course for the semester.
- There is no college-wide policy on the number of unexcused absences from class allowed any sophomore, junior, or senior. Professors will inform each of their classes at the beginning of each semester what attendance is expected.
- All students must present assigned homework promptly and must be present for all assigned tests and quizzes unless excused by the Dean of Students.
- Students are expected to attend class on the day before and the day after scheduled vacations. Faculty members will hold classes on the day before and the day after vacations.

Excused Absences

- An excused absence entitles the student to make up any work done for a grade during the class period missed. It does not excuse the student from doing the assignment for the period missed, nor from the responsibility for the subject matter taken up during that period. Whenever possible the student should inform his instructor, turn in assignments, and arrange to make up classroom work to be missed, before he is absent. If the student delays in attending to this matter, his excuse may be nullified.

- A student is excused from class if he is absent for a trip officially sanctioned by the College, such as a scheduled intercollegiate athletic trip involving a team which is recognized as part of the athletic department's program, a Men's Chorus trip, a pep band trip, a field trip connected with a course, etc. In these cases it is unnecessary to obtain an excuse from the office of the Dean of Students unless requested to do

so by the professor.

- Other excuses from class are issued at the discretion of the Dean of Students. There are no formal medical excuses.

Excessive Absences

• A faculty member who believes that a student's absences are damaging his work in a course will inform the Dean of Students, who will in turn notify the student by mail. Written notice from the Dean's Office constitutes a final warning about absences in that course. No prior verbal warning is required. If a student receives warnings about absences in more than one course, the Dean of Students will call him in to interview him about the situation.

• If, after such a warning, a student continues to miss classes, the professor will again notify the Dean of Students, who will present the matter to the Dean of the Faculty. The latter will determine whether the student should be withdrawn from the course. If the student is withdrawn and has the right to drop the course without penalty at the time of the withdrawal, no grade for the course will appear on the permanent record; otherwise, the student will receive a grade of WF (withdrawn failing) in the course.

• Any appeal for reinstatement to the course must be made in writing to the Executive Committee of the Faculty within one week after the student has been notified of his withdrawal. Unless and until the Executive Committee reinstates the student, he may not take part in the course.

• If the student is withdrawn with grades of WF from two courses during the same semester, the student will be suspended for the remainder of that semester and will receive grades of W in all of his other courses. A student suspended in this manner must apply to the Admissions Office for readmission to the College and ordinarily will not be readmitted for the following semester. The Executive Committee may set time limits upon the student's suspension consistent with his academic and disciplinary record.

EXAMINATIONS

Final examinations are held at the end of each semester. Final examinations may be given only during the regularly scheduled examination period unless one of the following exceptions applies:

- If a student has two final examinations scheduled at the same time, he should reschedule one examination in consultation with the instructors.
- If a student has more than two final examinations within any two consecutive days, he may

reschedule afternoon examinations to the study days or to other days acceptable to the instructors involved.

- When more than one section of a course is taught by the same professor, students may take the examination with any section the professor approves. Approval, however, must be obtained before the beginning of the examination period.
- A professor may move an examination to an earlier period in the examination schedule if all the students in the course agree. No final examination may be given before the first day of the examination period (with the exception of examinations in Rhetoric courses).
- A student who desires to take a final examination outside the regularly scheduled period for some reason other than those specified above must obtain the permission of the Dean of the Faculty.

RE-EXAMINATIONS

A senior who has been doing passing work in a course prior to examination week of his final semester but who fails the final examination in that course may, upon the recommendation of the instructor concerned and the approval of the Dean of the Faculty, be allowed to take a re-examination. The re-examination stands in lieu of the regular examination and must be averaged with all other grades used in the computation of the final grade, which may be no higher than D.

WITHDRAWAL FROM COLLEGE

Before a student may withdraw from the College, he must have the approval of the Dean of the Faculty and the Dean of Students. A student resigning on or after December 1 in the first semester or April 15 in the second semester will receive a grade of WF in all courses. He is not ordinarily eligible to return the next semester.

LEAVE OF ABSENCE

A student who has been at Hampden-Sydney for at least a semester can apply to the Office of the Registrar for approval of a leave of absence. Students who are granted such leaves will be guaranteed readmission, provided that they confirm re-enrollment and pay a reservation deposit of \$500 by April 1 (for the fall term) or November 1 (for the spring term). Candidates for leave of absence may not be on academic probation, nor have any disciplinary or honor proceedings pending against them. Deadlines for applying for such leaves are December 1 during the fall term and April 15 during the spring term. The maximum leave will be one year. Students who do not comply with the conditions governing the leave of absence will

be obliged to reapply for admission through the Admissions Office.

EXCLUSION FROM COLLEGE

College authorities reserve the right to exclude at any time a student whose conduct or academic standing they regard as unacceptable; in such a case fees will not be refunded or remitted, in whole or in part.

LEARNING DISABILITIES

Hampden-Sydney is sensitive to the needs of its learning-disabled students. Before matriculating at Hampden-Sydney, a student with a learning disability or perceptual handicap should make himself known to the Associate Dean for Academic Support and supply the Dean with documentation of his particular disability. Subject to the approval of the Dean of the Faculty, the Associate Dean for Academic Support, together with the student's advisor, will help the student design an academic program that will fit his aptitudes and skills as well as meet the College's requirements. The policies relating to learning disabilities may be obtained from the Dean of the Faculty or the Associate Dean for Academic Support.

Note: These academic regulations may be modified in individual cases by action of the Executive Committee of the Faculty.

GUIDELINES FOR ACADEMIC POLICIES AND PROCEDURES IN STUDENT-FACULTY RELATIONS

PREAMBLE

Hampden-Sydney College has always aspired to uphold high standards and principles, particularly in the relationships between students and faculty members. Hence, it seems appropriate that a statement pertaining to some of these relationships in the academic area, the primary concern of the College, be based on the expectation that only the highest standards are consonant with the traditions of the College.

These policies and procedures are not intended as rigid rules, but rather as examples of expected practice. Nor is this statement to be considered all-inclusive, for additions and deletions probably will be necessary in the future. Nevertheless, faculty and appropriate administrative personnel will be expected to work diligently to see that the spirit of the statement is upheld for the benefit of the entire academic community.

TESTS AND PAPERS

- Professors should announce a major (full-period) test at least one week in advance. Material to be covered on a full-period test or examination should be clearly specific (e.g., "chapters 5-10 and notes").
- The relative value of each part of a full-period test or examination should be indicated to the class before work is begun.
- Graded tests and papers should be returned to students within two weeks with appropriate comments (either oral or written) about the evaluation and apparent deficiencies.
- A professor should go over a graded final examination with a student if requested to do so.
- Whoever administers a test or examination should be available for questions from students during the testing period.
- If a student feels that an error in grading has been made, he may request that specific questions be reviewed. If a professor acknowledges that an error has been made, a proper adjustment in the grade should be made.
- Should two full-period tests fall on the same day, a student is expected to take both of them on the day assigned. Should more than two full-period tests be scheduled for the same day, the difficulty should be resolved between the professors and the student.
- Major full-period tests should not ordinarily be scheduled during the final five days of classes.
- Except when it constitutes the majority of the grade, a research paper should ordinarily be due before the final five days of classes.

OTHER CLASSROOM AND ACADEMIC SITUATIONS

- Insofar as is feasible, the relative importance of course elements such as tests, papers, and the examination should be specified during each semester.
- In view of the Honor Code's prohibition of giving or receiving aid without the consent of the professor on tests, quizzes, assignments, or examinations, the professor should make clear when help may and may not be given or received.
- The student should be able to find out his approximate class position and course grade (if possible) at appropriate intervals during the semester.
- Instructors have sole authority to assign course grades. However, a student who believes that a final course grade is erroneous or unfair should seek clarification from the professor before the end of the drop period of the next

academic semester. If the issues are not resolved at this level, the student may take the matter to the appropriate department or program chair and then to the Dean of the Faculty. Questions about how a student should proceed in such circumstances should be referred to the Office of the Dean of the Faculty.

- A professor may not require attendance at class sessions in addition to those regularly scheduled, unless they are approved by the Dean of the Faculty.
- The professor should schedule tests and other class activities for best educational advantage. Students have a responsibility to avoid pressuring professors for concessions or adjustments in class schedules to suit their outside activities.

Prepared by the Student-Faculty Relations Committee, March 3, 1972. Passed by the Faculty on April 10, 1972. Amended April 1998.

POLICY STATEMENT ON ACCESS TO RECORDS

STUDENT RIGHTS UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student's education records within forty-five days of the day the College receives a request for access. Students should submit to the Registrar, the Dean of Students, the Director of Career Development (placement records only), the chair of the Health Sciences Committee, or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.

Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedure will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits personal disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support-staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the College discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

4. The right to file a complaint with the U. S. Department of Education concerning alleged failures by Hampden-Sydney College to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office
U. S. Department of Education
600 Independence Avenue, SW
Washington D. C. 20202-4605

PUBLIC INFORMATION

The College considers the following information public information: name of student, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational institution attended by the student, and other similar information.

No later than one week before classes begin in the fall (or before enrollment if one enters second semester or in the May Term), a student may submit a written statement to the Dean of Students stating that he does not want specified information about him included as public or directory information. The request will be honored.

ACADEMIC RECORDS, PRIVACY, AND THE BUCKLEY AMENDMENT

Institutions of higher education accumulate and maintain extensive records concerning the characteristics, activities, and accomplishments of their students. These records pose special problems for those concerned with personal privacy, problems that derive from a basic tension between the rights and needs of individuals and the legitimate demands of institutions in which they participate. In choosing to pursue a college education the student is often hopeful that this experience will contribute to the attainment of career objectives and is keenly aware that his performance will be viewed and evaluated by others. At the same time, the right to privacy asserts that individuals have a legitimate interest in controlling what information about themselves they will reveal to others and what uses may be made of this information.

For its part, the College has a legitimate interest in obtaining information necessary to carry out its functions and to fulfill its obligations to the student. For these reasons, the following policies and procedures are published so that this information will be available to all members of the College community. All statements herein apply only to the official records of the institution pertaining to current and former students, and these policies are in conformity with the Family Educational Rights and Privacy Act of 1974 as amended (Buckley Amendment). The text of the law is available in the office of the Dean of Students.

Briefly, the purposes of the Act are to assure college students access to their educational records as limited and defined by the Act, and to protect students' rights to privacy by limiting the transferability of their records without their consent. The rights in the Act are, essentially, accorded to the college student himself.

CONFIDENTIALITY

All members of the faculty, administration, and clerical and other staff are expected to respect confidential information about students which they acquire in the course of their work.

ACCESS TO RECORDS

Student access to records is limited to records maintained by the Registrar (academic records); by the Dean of Students; by the Director of Career Development (placement records only); and by the Health Sciences Committee.

DEFINITIONS

For the purposes of this policy the term "educational records" means those records, files, documents, and other materials maintained by the College which contain information directly related to a student.

The term "educational records" does not include:

1. Financial records of the parents of the student or any information contained therein.
2. Confidential letters and statements of recommendation which were placed in the education records before January 1, 1975, if such letters or statements are not used for purposes other than those for which they were specifically intended.
3. Confidential recommendations
 - a. Respecting admission to any educational agency or institution;
 - b. Respecting an application for employment;
 - c. Respecting the receipt of an honor or honorary recognition if the student has signed a waiver of his right of access. A student may sign a statement waiving his right of access for any or all of these three types of recommendation letters. The general waiver would eliminate the need to face the question of waiver of access on each letter that may be written for admission to graduate or professional school, employment, etc. If a student waives his right of access to any or all of these three categories, he may request that the College notify him of the names of all persons making confidential recommendations. The College will use these recommendations solely for the purpose for which they were specifically intended.
4. Records of institutional, supervisory, and administrative personnel and educational personnel ancillary thereto which are in the sole possession of the maker thereof and which are not accessible or revealed to any other person except a substitute.
5. The records and documents of the campus police (who do not have access to educational records) which are maintained solely for law enforcement purposes and are not made available to persons other than law enforcement officials of the same jurisdiction.
6. Records which are created or maintained by a physician, psychologist, psychiatrist, or other

recognized professional or para-professional acting in his professional or para-professional capacity, or assisting in that capacity, and which are created, maintained, or used only in connection with the provision of treatment to the student, and are not available to anyone other than persons providing such treatment; provided, however, that such records can be personally reviewed by a physician or other appropriate professional of the student's choice.

7. Records such as the alumni records gathered after a student leaves the College are not considered educational records, and therefore students do not have access to them.

PROCEDURE FOR EXAMINING RECORDS

A student wishing to inspect and review specified educational records pertaining to himself should submit the request in writing to the particular office in which the records are maintained. To the extent that the law permits, the request will be granted as soon as possible, no later than forty-five days after the written request is made.

If desired, a student will be granted an opportunity to challenge the content of his records in an informal hearing between the student and the College personnel involved. If satisfactory adjustments cannot be agreed upon by the student and the author of the information challenged, the College official in charge of the particular office in which the records are kept will meet with the parties to attempt to resolve the matter by correcting, deleting, or allowing refutation of allegedly inaccurate, misleading, or otherwise inappropriate data in the content of the records. If the matter cannot be resolved informally, at the request of the student, a hearing will be conducted by a College official without a direct interest in the outcome of the hearing, normally the Dean of Students. A student has the right to file a written complaint directly with the following office:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, S.W.
Washington, D.C. 20202-4605

If a student desires copies of educational records to which he has access as allowed by this policy, he shall be furnished copies at a rate covering the cost to the institution, \$.10 per page copied, plus postage, if any.

With the exceptions as noted, no one from outside the College has access to educational records.

RELEASE OF RECORDS

The College will not release educational records (or personally identifiable information contained therein other than what is considered public information as defined in this policy statement) of a student without the written consent of the student to any individual, agency, or organization other than the following:

- Other College officials, including teachers, who have legitimate education interests, e.g., the educational background of the student.
- Officials of other schools in which the student seeks, or intends, to enroll.
- Authorized representatives of the Comptroller General of the United States, the Secretary or assistant (D.O.E.) and administrative head of an education agency, state educational authorities, the Commissioner of Education, and the Director of the National Institute of Education.
- College officials dealing with a student's applications for, or receipt of, financial aid.
- State and local officials or authorities to whom such information is specifically required to be reported or disclosed pursuant to State statute adopted prior to November 19, 1974.
- Organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction, if such studies are conducted in such a manner as will not permit the personal identification of students and their parents by persons other than representatives of such organizations, and on the condition that such information will be destroyed when no longer needed for the purpose for which it is conducted.
- Accrediting organizations in order to carry out their accrediting functions.
- Parents of a dependent student of such parents as defined in section 152 of the Internal Revenue Code of 1954.
- Subject to regulations of the Secretary in connection with an emergency, appropriate persons if the knowledge of such information is necessary to protect the health and safety of the student or other persons.

Other than the exceptions listed above under Release of Records and Public Information, the College will not release in writing, or provide access to, any personally identifiable information in education records unless:

- There is written consent from the student specifying the records to be released, the reasons for such release, and to whom or what class of parties the records are to be furnished. The student shall

receive a copy of the records, if requested.

- Such information is furnished in compliance with judicial order, or pursuant to any lawfully issued subpoena, upon condition that the students are notified of all such orders or subpoenas in advance of the compliance therewith by the College.

The College will notify any third party receiving information about a student from the College (other than educational institutions, etc., noted in this policy statement as exceptions) that the information is being transferred on the condition that such third party will not permit any other party to have access to such information without the written consent of the student.

NOTE: The College reserves the right not to release transcripts of the academic record, grades, or other information if all debts to the College are not paid.

RELEASE OF GRADE REPORTS AND DISCIPLINARY ACTION TO, AND CONSULTATION WITH, PARENTS AND GUARDIANS

Realizing that parents and guardians have a legitimate interest in the progress of their sons and daughters, the College routinely mails copies of deficiency reports (for freshmen and first-semester sophomores), and notices of significant disciplinary action taken against a student, to parents and guardians. A financially independent student (as defined by the Internal Revenue Code) may submit a written request to the Dean of Students asking that the College not send designated information to parents or guardians, and this request will be honored.

The College recognizes the legitimate interests of parents and guardians to consult with the professional staff about the academic and personal well-being of their sons and daughters. This consultation will be carried out consistent with basic College policy respecting the rights of confidentiality of the student. Whenever a student is separated from the College for academic, disciplinary, or other reasons, the College notifies the parents or guardians.

RECORD OF RELEASE OF OR ACCESS TO EDUCATIONAL RECORDS

A record of all requests for educational information is maintained in each office where applicable student records are kept. The form includes information on the name of the inquirer, institution, or agency; the date of the request; the purpose or legitimate interest that each person, institution, or

agency has in obtaining this information; and the disposition of the record. A student may see this record.

EDUCATIONAL RECORDS MAINTAINED BY THE COLLEGE, THE COLLEGE OFFICIAL IN CHARGE, COLLEGE PERSONNEL WHO HAVE ACCESS AND THE PURPOSES FOR WHICH THEY HAVE ACCESS

The College does not expunge academic records after a student leaves college or is graduated. These records are maintained either on microfilm or in a storage facility for possible future reference. Most other records are kept for up to five years.

Academic, administrative, and clerical personnel of the College having a legitimate and demonstrable need for information concerning students as a result of their duties in the College are permitted access to those records directly related to their duties and functions. Whenever possible, the information needed by such persons should be provided by the officials responsible for the records, without permitting direct access to the records themselves.

If academic records and personnel folders are relevant to student courts, social fraternities, student government, or honor societies, the necessary information will be provided only when authorized by the appropriate College official.

A. Records in the Office of the Registrar. The Registrar is responsible for the maintenance of academic records (transcripts and grade reports).

B. Records in the Office of the Dean of Students. The Dean of Students is responsible for the maintenance of the following records:

1. Some materials related to the admission process: application form, autobiography, high school grades, and copies of correspondence of both confidential and non-confidential nature.
2. Copies of letters notifying the student of disciplinary action taken against him.
3. Copies of letters of commendation for honors, Dean's List, etc.
4. Copies of letters sent to the student warning him of poor class attendance.
5. Copies of letters of academic suspension and the like.
6. Copies of letters of recommendation written by the Dean of Students to graduate/professional schools or prospective employers.
7. Transcripts from colleges attended other than Hampden-Sydney.
8. Copies of letters granting advanced-placement credit and waiver of academic requirements.

C. Records in the Office of Career Development. The Director of Career Development is responsible for the maintenance of placement records, including résumés and letters of recommendation for employment and graduate or professional school.

D. Records in the Office of the Chair of the Health Sciences Committee of the Faculty. The Chair of the Health Sciences Committee of the Faculty is responsible for the maintenance of recommendations for and evaluations of applicants to medical or dental school made by professors and administrators and the recommendation statement made by the Health Sciences Committee to medical or dental schools.

Note: All officers listed in this section receive mail at the following address:

Hampden-Sydney College
Hampden-Sydney, Virginia 23943

Course Offerings

DIVISIONS OF STUDY

The academic departments and courses of instruction are grouped according to the following three divisions:

HUMANITIES, including Classics, English, Fine Arts, Humanities, Modern Languages, Philosophy, Religion, and Rhetoric.

NATURAL SCIENCES, including Biology, Chemistry, Mathematics and Computer Science, and Physics and Astronomy.

SOCIAL SCIENCES, including Economics, History, Political Science, and Psychology.

COURSE CLASSIFICATION

Each course listed in this catalogue is identified by the name of the department which offers it and a course number. (Courses which include significant content from more than one discipline are listed under Interdisciplinary Studies rather than under one of the academic departments.) At the right of the course number are parentheses which contain the credit hours per semester granted for passing the course. There are two variations. For example, Biology 108 (3) meets for one semester only and carries three semester hours of credit. French 201-202 (3-3) comprises two semesters of work, each earning three hours of credit, and the student may take one or both semesters.

One hour of semester credit is awarded for fifty minutes per week of in-class lecture or discussion time for fourteen weeks. For laboratory classes, one semester hour of credit is awarded for 150 minutes of laboratory time per week for fourteen weeks. Performance studies classes in Fine Arts (choral music, instrumental ensemble music, and theatre production) follow the general pattern of laboratory courses, that is, one hour of credit for 150 minutes of class time per week for fourteen weeks. For directed reading, independent study, and senior thesis courses, credit is awarded in accordance with the time commitment required for the expected product.

There is necessarily some variation in the way course levels are assigned in the various disciplines because of differences in the character of the disciplines themselves. In general, however, courses are numbered according to the following

guidelines: courses at the 100-level are introductory or survey courses suitable for freshmen or students taking such courses to complete core requirements; courses at the 200-level, suitable for freshmen and sophomores, are more focused or specialized than 100-level courses and may require some background in a discipline; courses at the 300-level are designed for students with formal background in a discipline; courses at the 400-level are typically junior- or senior-level courses building on relatively sophisticated knowledge of a discipline gained from taking lower-level courses. The expected background for both 300- and 400-level courses is typically reflected in prerequisite or recommended classes.

SPECIAL TOPICS, INDEPENDENT STUDY, AND INTERNSHIPS

Courses with the following numbers, titles, and credit are offered in every department; if the course/topic is offered more than once, it must be approved by the faculty and assigned a number not ending with 85, 90, or 95.

185, 285, 385, or 485. Special Topics (1, 2, or 3 hours).

An organized course of study in an area other than one described in the course listings. All -85 courses must be approved by a majority of the voting members of the department.

395. Internship (1, 2, or 3 hours).

Combines work done normally in the summer before the student's senior year with ongoing course work and the production of a substantial research paper (no fewer than ten pages) on a related issue. This paper and a daily journal recording the internship experiences and the student's reactions to them must be approved by at least two faculty readers.

To qualify, a student must have a grade-point average of at least 2.7 at the time of application and must have taken at least nine hours of courses which are clearly connected with the internship before the internship begins.

Any regular, ongoing program of internships must be approved by the Academic Affairs Committee and the Faculty at large. An individual student proposal which does not fall within an approved program of internships must

be approved by the Honors Council at least two months before the internship is to begin. No student receives more than three hours of academic credit for all such internships unless otherwise authorized by the Honors Council.

490. Directed Reading (1, 2, or 3 hours).

Reading related to a particular course or topic in which the student is interested, the reading to be done under the supervision of a faculty member who assists in designing the student's program.

495. Independent Study (1, 2, or 3 hours).

Research in which the student works independently under the supervision of a faculty member; the project ordinarily leads to a paper in which the student describes his work and summarizes his findings. For juniors and seniors only.

For directed reading (490) and independent study (495), a written proposal, designating hours of credit and describing the subject under investigation and the methods to be utilized, must be approved by the professor supervising the study, the chair of the department, and the student's faculty advisor.

A student may take no more than two 490/495 courses per semester.

Ordinarily, a student may take no more than two 490 and two 495 courses during his tenure at Hampden-Sydney. If additional independent work is desired, a written proposal must be submitted to the Dean of the Faculty for approval. Students who wish to do extensive independent work are encouraged to pursue Departmental Honors.

Departments may specify prerequisites and minimal grade-point averages for taking 490 and 495 courses.

KEY TO FACULTY LEAVE STATUS:

L = On leave, 2005-2006.

F = On leave fall semester only.

S = On leave spring semester only.

BIOLOGY

*Professors Devlin, Fleck, Lund, Shear, Werth^l;
Associate Professor Dougherty^l; Visiting Assistant
Professors Hauck, Yáber*

Chair: William A. Shear

All students interested in majoring in Biology are requested to see a representative of the Department of Biology during their freshman year to discuss their future programs of study. The requirements for a major in Biology are:

1. *Biology 110/151 (4 hours credit)*
2. *Biology 201, 202, 203 (12 hours credit)*
3. *Chemistry 110/151, 120/152*
4. *At least 16 additional credit hours in Biology (for a total of 32 credit hours in Biology), not to include Biology 108/158, Biology 130, or Biology 140.*
5. *Majors are encouraged to take Mathematics 121 (Statistics).*

Note: Majors planning to pursue graduate or professional studies should speak with Biology faculty as soon as possible to determine which other courses (e.g., calculus, physics, organic chemistry) should be taken.

BIOLOGY 108. (3)

ENVIRONMENTAL BIOLOGY. A consideration, based on basic biological concepts, of the processes leading to the degradation of our environment. The course includes discussions of such topics as environmental pollution by pesticides, industrial by-products, and radioactive materials; the historical background and future prospects of the population explosion; and the need for preservation of our natural resources.

BIOLOGY 110. (3)

PRINCIPLES OF BIOLOGY. An introduction to biology, focusing on the major conceptual principles that unite the life sciences. Biology 110 uses evolution as an underlying theme in the study of biology. Prerequisites: None. Corequisite: Biology 151. Offered: every semester.

BIOLOGY 151. (1)

LABORATORY PRINCIPLES OF BIOLOGY. Laboratory work designed as an introduction to the study of biology. Prerequisites: None. Corequisite: Biology 110. Offered: every semester.

BIOLOGY 130. (3)

BIOETHICS. Examines the growing field of problems lying at the interface between advancing technological expertise in the health fields and the related moral and ethical problems which are being raised by such advances. An attempt is made to place man in his proper biological perspective and to provide students with the mental tools and outlooks with which they can make intelligent judgments in bioethical matters and then live with their decisions. No laboratory. This course does not provide credit toward a Biology major. Prerequisite: none.

BIOLOGY 140. (3)

BIOLOGY OF CANCER. An exploration of fundamental biological concepts underlying normal cellular and developmental processes and those that are disrupted in cancer. Topics include cell structure and function, regulation of growth, the genetic and environmental causes of cancer, cancer treatments, and the role of clinical trials. Case histories and specific cancers will be used to explore the personal and social dimensions of a cancer diagnosis. This course is intended for nonmajors wishing to fulfill a science requirement and may not be counted toward the biology major. Prerequisite: none.

BIOLOGY 158. (1)

LABORATORY IN ENVIRONMENTAL BIOLOGY. A laboratory experience designed to demonstrate the interactions between plants and animals and their environment, and to acquaint the non-science-oriented student with techniques and methods used in the measurement of environmental parameters. Consideration is given to such topics as the thermal and chemical stratification of lakes and ponds and how this phenomenon affects aquatic organisms, a comparison of the chemical and physical characteristics of natural and polluted streams, and the effects of logging and fire in local forest ecosystems. Prerequisite or corequisite: Biology 108.

BIOLOGY 201. (4)

GENETICS. Fundamental concepts and applications of the principles underlying inheritance and variation. Understanding will build from the patterns of inheritance in transmission (Mendelian) genetics to the molecular expression of genes and will conclude with a treatment of gene flow in populations. Laboratory exercises include work with live organisms, such as yeast, bacteria, and *Drosophila*, as well as interactive computer simulations, statistical analysis, and class

presentations. Prerequisites: Biology 110 and 151.

BIOLOGY 202. (4)

ORGANISMAL BIOLOGY. A study of the form and function of organisms (with emphasis on plants and animals) from the cellular to the organ system and whole-organism levels. Following a general consideration of cell structure and biochemistry, the course focuses on body plans, tissues, vital processes, life cycles, development, and evolutionary relationships and diversity of plants and animals. Labs involve dissection and experiments on plant/animal physiology. Prerequisites: Biology 110 and 151.

BIOLOGY 203. (4)

ECOLOGY. A study of the interrelationships between living organisms with each other and their non-living environment. Topics to include, but not to be limited to: the history of ecology; the characteristics of the physical environment; ecosystem energetics; biogeochemical cycles; comparative ecosystem ecology; population ecology; community ecology; and the impact of man on natural ecosystems. The laboratory will emphasize the techniques and practice of field ecology and natural history. Local and extended field trips will be made. Prerequisites: Biology 110 and 151.

BIOLOGY 260 (4)

TROPICAL BIOLOGY. A study of species and habitat diversity characteristics of different tropical biomes. A guided description of the natural history, the interactions between animals and plants, and the effects of human intervention is offered. Students practice the scientific method by emphasizing intensive field work, gathering of data, analysis, and presentation of results. The course includes a study of different taxa unique to each biome and an exploration of the different environmental characteristics that allow some species and not others to be present in those environments. Prerequisites: Biology 110 and 151, or consent of the instructor. Offered: May Term.

BIOLOGY 301. (4)

CELL BIOLOGY. An introduction to the workings of eukaryotic cells. Topics include structure and function of biological membranes, the cell cytoskeleton, organelles, signaling between cells, and the organization of the extracellular matrix. The laboratories are experimentally based and students will be shown how to design experiments and analyze data. Prerequisites: Biology 110, 151, and 201.

BIOLOGY 302. (4)

HISTOLOGY. A structure- and function-based examination of the organization of vertebrate tissues. This involves an examination of the molecular, cellular and gross organization of the four basic tissues (nervous, muscle, connective, epithelial) and an examination of how they are organized into organs and organ systems in the vertebrates. The laboratory involves both the processing of live tissue samples and the examination of microscope slides and electron micrographs. Prerequisites: Biology 110, 151, 202.

BIOLOGY 311. (3)

BIOCHEMISTRY. A structural and functional study of the cell, with emphasis on the role of macromolecules in metabolism, information transfer, and structure. Topics also include an introduction to the kinetics and thermodynamics of biochemical reactions. Students who have received credit for Chemistry 320 may not receive credit for Biology 311. Prerequisites: Biology 110, 151, and 201; and Chemistry 211; or consent of instructor. Offered: fall semester of odd-numbered years. (Cross-listed as Chemistry 320 in the fall of even-numbered years.)

BIOLOGY 312. (4)

MOLECULAR BIOLOGY. An exploration of the principles and methods of gene function. Topics include gene expression and regulation, mutations, recombinant DNA technology, RNA catalysis and splicing, and the molecular basis of evolution. Labs include the cloning of genes, cell transformation, probe and marker technology, and the polymerase chain reaction. Prerequisites: Biology 110, 151, 201.

BIOLOGY 321. (4)

MICROBIOLOGY. An intensive study of the structure, energy-harnessing mechanisms, ecology, and genetics of bacteria. Also considered is the biology of viruses (structure and genetics), fungi, and eukaryotic microbes. There is extensive laboratory work (two laboratory periods per week) focusing on skills and practices recommended by the American Society for Microbiology, featuring opportunities for students to work independently and in small groups to sample the environment, identify unknown bacteria, and develop microscopy and microbial research laboratory skills. Prerequisites: Biology 110, 151, 201.

BIOLOGY 331. (4)

VERTEBRATE ANATOMY. An intensive comparative study of vertebrate structure and evolution, from materials and tissues to organs and organ systems, including chordate systematics and diversity. Laboratories involve dissection, gross and microscopic examination of vertebrate tissues, and experimental methods in functional morphology. Prerequisites: Biology 110, 151, 202.

BIOLOGY 332. (4)

VERTEBRATE PHYSIOLOGY. An intensive comparative study of the physical, chemical, and metabolic functions of vertebrates, including humans. Emphasis is placed on physiological ecology and adaptation to the environment. Laboratory experiments investigate the function of structural tissues and internal organ systems, utilizing computer software and instrumentation. Prerequisites: Biology 110, 151, 202.

BIOLOGY 341. (4)

BOTANY. An intensive study of the anatomy, morphology, and physiology of the organisms of the kingdom Plantae with laboratory experiences. Also included in the lectures and laboratories is a review of the other non-animal organisms, namely cyanobacteria, algae, and fungi. Prerequisites: Biology 110, 151, 202.

BIOLOGY 351. (4)

INVERTEBRATE ZOOLOGY. A study of the diversity of the animal kingdom, excluding vertebrates, taught from a phylogenetic perspective. The major species of each phylum are discussed, including ecology and systematics. Representatives of the major phyla are examined and dissected in the laboratory. Prerequisites: Biology 110, 151, and 202.

BIOLOGY 358. (1)

BIOCHEMISTRY LABORATORY. A laboratory analysis of the structural and functional components of the cell. Techniques will focus on the purification and analysis of subcellular components and macromolecules, especially proteins and nucleic acids, and the kinetic analysis of metabolic reactions. As appropriate, students may engage in novel research. Prerequisite or corequisite: Biology 311 or Chemistry 320. Offered: fall semester of odd-numbered years.

BIOLOGY 360. (3)

EVOLUTIONARY THEORY. An introduction to evolutionary thinking and the modern

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synthetic theory. Mathematical models of population phenomena are derived and tested through problem-solving. The process of speciation is examined, and basic biogeographical principles are studied. Some discussion of the history of evolutionary biology and the lives of its major contributors also takes place. Prerequisites: Biology 110, 151, 201, 202, and 203.

BIOLOGY 361. (4)

VERTEBRATE PALEONTOLOGY. A survey of the major groups and events in vertebrate history (including physical anthropology), with emphasis on significant ecological and structural transitions, as well as the broader evolutionary framework of origins and extinctions. Laboratories and field trips develop geological principles of paleontology and provide for examination and preparation of fossil vertebrate specimens. Prerequisite: Biology 202 or 203.

BIOLOGY 362. (3)

HISTORY OF LIFE. A course presenting some fundamentals of plate tectonics, using this information to reconstruct past environments and past geographies. The development of life on earth is reviewed from an historical perspective, emphasizing faunal and floral changes, the processes of extinction and recovery, and the phylogeny of major groups of organisms. Prerequisites: Biology 110, 151, 202, and 203.

BIOLOGY 376. (4)

AQUATIC ECOLOGY. A study of the physical, chemical, and biological characteristics of the world's major aquatic ecosystems, both freshwater and marine. The laboratory experience is designed to give the student first-hand knowledge of the methods used in studying aquatic organisms and environments. It includes regular assigned exercises as well as an independent study project. Field trips are required. Prerequisites: Biology 110, 151, 203, or consent of instructor.

BIOLOGY 377. (4)

PLANT ECOLOGY. A consideration of the interrelationships between plants and their environment. These relationships are observed through the study of the major plant communities of Virginia. Emphasis is placed on the role of succession and environment in the development of plant associations. The laboratory includes regular assigned exercises as well as an independent study project. Field trips are required. Prerequisites: Biology 110, 151, 203, or consent of instructor.

BIOLOGY 401. (4)

IMMUNOLOGY. A discussion and laboratory class that investigates the major principles of the immune response. The focus throughout is to understand how the body distinguishes "self" from "nonself." Specifically, topics include innate and acquired immunity, active and passive immunity, characteristics of cells involved in the immune response, humoral and cellular immunity, and applications of immunological principles to medical situations, such as recovery from infectious disease, successful organ transplantation, allergic responses, and treatment of cancer. Laboratory experiences include immunologically based assays as well as the study of cells and molecules of the immune response. Prerequisites: Biology 110, 151, 201, and either 301, 312, or 321.

BIOLOGY 402. (4)

DEVELOPMENTAL BIOLOGY. A survey course that examines the processes involved in the transformation of a single diploid cell into a mature animal. Topics include the early sequence of cellular interactions that generate form (morphogenesis) and the molecular mechanisms involved in controlling gene expression during development. Laboratories are experimentally based and include experiments and microsurgery with a variety of live embryos, including fruit fly, sea urchin, frog, fish, chick and others. Prerequisites: Biology 110, 151, 201, 202.

CHEMISTRY

*Professors Anderson, Dunn, Porterfield, Sipe;
Associate Professor Mueller*

Chair: C. William Anderson

The requirements for a major in Chemistry are:

1. *All courses from the techniques track (except honors) and the following courses from the concepts track: 110, 120, 210-211, 310-311, 411, and one of the following three groups of additional courses:*
 - (a) *410 and one Chemistry elective at the 300- or 400-level, or*
 - (b) *for ACS accreditation in Chemistry, 320, 410, and 420, or*
 - (c) *for ACS accreditation in Biochemistry, Chemistry 320 and 420, Biology 312, and one additional course in Biology, chosen from Biology 201, 301, and 321.*
2. *Satisfactory completion of Mathematics 141-142, Physics 131-132, and Physics 151-152.*

CONCEPTS TRACK

CHEMISTRY 103. (3)

CHEMICAL CONCEPTS IN A

TECHNOLOGICAL SOCIETY. A topical study of the impact of the chemical practices of our technological culture on our society, with a concurrent examination of the philosophical basis on which scientific judgments can be soundly formed in societal applications. This course is intended for students with primary interests outside the sciences and does not satisfy prerequisite requirements for any other chemistry course. Prerequisite: none. Corequisite: none. Chemistry 151 laboratory may be taken concurrently or in a later semester if desired. Offered: each semester if staff permits.

CHEMISTRY 104. (3)

FROM CAVEMAN TO CHEMIST. This course develops the chemistry of materials along historical lines. We begin with the chemistry of fire and learn how to make fire by friction. Ashes from the fire are processed to produce potash. Limestone burned in the fire becomes lime. Lime and potash make lye; lye is used to make soap, and the process continues, building a miniature chemical industry from scratch. While not a laboratory course, students engage in projects in which they produce the materials discussed. Prerequisite: none.

CHEMISTRY 105. (3)

TOXIC CHEMICALS IN SOCIETY. An introduction to selected topics in toxicology, pharmacology, and medicinal chemistry that are essential to an understanding of the role of chemicals in modern society and their impact on us as individuals and as a civilization. Considered in this course are the risks and consequences of contact with chemicals both intended and unintended, e.g., the use of pharmaceuticals and exposure to hazardous chemicals from industrial wastes. This course is intended for students with primary interests outside the sciences and does not satisfy prerequisite requirements for any other chemistry course. Prerequisite: None. Offered: spring semester if staff permits.

CHEMISTRY 106. (3)

PROBLEMS IN THE ATMOSPHERE AND HYDROSPHERE. This course deals with current societal issues involving environmental problems and proposed remediation patterns. Topics may include global warming, ozone layer depletion, local air pollution, freshwater pollution, ocean dumping, issues of water allocation to users, and comparable topics that may present themselves to the public. In each case, the chemical background of the problem and its remediation schemes will be explored, and social and political aspects of change will be considered. Prerequisite: none.

CHEMISTRY 107. (3)

CHEMISTRY AND ART. This course examines the interplay between chemistry and the visual arts. The chemistry involved in the process of making paper, paints, pottery, etchings, and photographs will be explored through projects and experiments. Other topics that will be discussed include color theory and molecular spectroscopy, chemistry safety issues for artists, and the chemistry of art conservation. Prerequisite: none.

CHEMISTRY 110. (3)

CHEMICAL CONCEPTS. A survey of the basic concepts of physical chemistry as a foundation for either systematic study of descriptive inorganic chemistry or continuing study of bonding theory in the context of organic chemistry. Some mathematical facility desirable. Prerequisite: none. Corequisite: none. Students electing Chemistry 110 to fulfill the laboratory science distribution requirement should also take Chemistry 151. Entering freshmen intending majors or careers related to chemistry and biochemistry should take Chemistry 110 and 151 in their first semester. Prerequisite: None. Offered: fall semester.

CHEMISTRY 120. (3)*DESCRIPTIVE INORGANIC CHEMISTRY.*

A survey of the chemistry of the elements: their natural occurrence, extractive methods, physical forms, laboratory reactions and uses, and commercial and industrial uses, with some economic interpretation of the latter. Some attention is given to the abundance and exhaustion of resources and to ways in which current and future chemical research can alleviate expected scarcities. Prerequisite: Chemistry 110. Chemistry 152 laboratory may be taken concurrently. Offered: spring semester.

CHEMISTRY 210-211. (3-3)*CHEMICAL BONDING AND ORGANIC CHEMISTRY.*

An examination of the qualitative principles of covalent bonding as an introduction to an integrated study of the aliphatic and aromatic compounds of carbon with emphasis on reaction mechanisms, stereochemistry, and conformational analysis. Prerequisite: Chemistry 110. Corequisites: Chemistry 251-252. Offered: 210 in the fall semester; 211 in the spring semester.

CHEMISTRY 220. (3)*CHEMICAL AND BIOCHEMICAL*

TOXICOLOGY. An introduction to selected topics in toxicology, the science of poisons. Considered in this course are the chemical and biochemical modes and sites of action of toxicants. Examples are drawn from pharmaceutically and environmentally important compounds. Additional topics that may be considered include risk assessment, epidemiological investigations, and the relative risks of "natural" and synthetic toxicants. Prerequisites: Biology 102 and Chemistry 210, or consent of the instructor. Offered: spring semester, staff permitting.

CHEMISTRY 310-311. (3-3)

PHYSICAL CHEMISTRY I, II. The theoretical principles of chemistry are developed and used to explain selected chemical phenomena. Chemistry 310 considers thermodynamics, statistics, and kinetics; Chemistry 311 considers introductory quantum mechanics and statistical mechanics. Prerequisites: for Chemistry 310, Chemistry 110 and Mathematics 142; for Chemistry 311, Chemistry 310. Corequisite: for Chemistry 310, Physics 131. Offered: 310 in the fall semester; 311 in the spring semester.

CHEMISTRY 312. (3)*PHYSICAL CHEMISTRY III.* The quantum

mechanics introduction of Physical Chemistry II is extended to molecular systems and used in the prediction of chemical and spectroscopic properties. The theoretical basis of spectroscopic techniques is examined. Prerequisite: Chemistry 311. Offered: spring semester.

CHEMISTRY 318. (3)

MEDICINAL CHEMISTRY. A study of pharmacologically active compounds with emphasis on chemical structure, mode of action, and the relationships of these factors to therapeutic effects in humans. The major classes of drugs discussed are various central and autonomic nervous system agents, cardiovascular agents, diuretics, antibiotics, and antineoplastic agents. Prerequisite: Chemistry 211 or consent of the instructor. Offered: staff permitting.

CHEMISTRY 320. (3)*BIOCHEMISTRY.* An introductory survey.

Emphasis is placed upon the application of basic principles of chemical structure, conformational analysis, mechanism, and dynamics to molecules and reactions of importance in living systems. The principal focus is at the molecular level. Proteins are covered extensively, and attention is also given to carbohydrates, lipids, and nucleic acids. Students who have received credit for Biology 311 may not receive credit for Chemistry 320. Prerequisites: Chemistry 211 and Biology 110 and 151, or consent of the instructor. Offered: fall semester of even-numbered years. (Cross-listed as Biology 311 in the fall semester of odd-numbered years.)

CHEMISTRY 330. (3)

ORGANIC CHEMISTRY III. An extended examination of the concepts introduced in the first two semesters of organic chemistry. Emphasis is placed on the relationships between structure and mechanism. Articles from chemical journals are used to show the interaction of experiment and theory in the formulation and development of reaction mechanisms. Prerequisite: Chemistry 211. Offered: spring semester of odd-numbered years.

CHEMISTRY 410-411. (3-3)*CHEMICAL INSTRUMENTATION AND*

ANALYSIS. Principles of instrumental chemical investigation and analysis, and analytical methodology. Topics include basic concepts of electronics applied to chemistry; introduction to analog and digital signal enhancement techniques; computer-assisted acquisition, manipulation, and presenta-

tion of data; survey of spectroscopic, electrochemical, mass spectrometric, and chromatographic methods of analysis. Prerequisite: Chemistry 311 or consent of the instructor. Offered: 410 in the fall semester; 411 in the spring semester.

CHEMISTRY 420. (3)

ADVANCED INORGANIC CHEMISTRY. Basic theoretical concepts of inorganic chemistry applied to the principles of inorganic synthesis, and introductory organometallic and bioinorganic topics. Prerequisite: Chemistry 310. Offered: fall semester.

TECHNIQUES TRACK

CHEMISTRY 151-152. (1-1)

TECHNIQUES OF CHEMISTRY. An extended project involving the independent synthesis and analysis of a coordination compound, requiring the use of library facilities, volumetric and gravimetric techniques of quantitative analysis, and introductory spectroscopic techniques. Two second-semester projects identify unknown compounds using chemical and spectroscopic techniques. Breakage deposit: \$35.00. Prerequisite: Chemistry 151 for 152. Corequisite: Chemistry 103 or 110. Offered: 151 in the fall semester; 152 in the spring semester.

CHEMISTRY 251-252. (1-1)

INTERMEDIATE LABORATORY. A series of individualized laboratory projects and related studies designed to continue the student's growth as an independent scientific investigator. The focus is on the design of experiments and interpretations of results. Projects and techniques are drawn largely from analytical, synthetic, and physical organic areas. The design of synthesis procedures and separation schemes is emphasized, and rate studies are correlated to mechanisms. Analytical techniques applied include gas and liquid chromatography, infrared spectroscopy, UV-visible spectrophotometry, nuclear magnetic resonance, and mass spectrometry. Breakage deposit: \$35.00. Prerequisite: Chemistry 151. Chemistry 251 is prerequisite to Chemistry 252. Corequisites: Chemistry 210-211. Offered: 251 in the fall semester; 252 in the spring semester.

CHEMISTRY 351-352. (2-2)

ADVANCED LABORATORY I. Individual one-semester projects are drawn from the fields of analytical, computational, inorganic, organic, and physical chemistry. Projects involve advanced synthetic techniques in organic and inorganic

chemistry, chemical analysis and structure determination by instrumental methods, computer acquisition, and reduction of data. Projects include literature searches and journal-style research reports. Weekly seminars include several speakers from regional academic and research organizations. Each student gives at least one research seminar per semester. Chemistry 351-352 and 451-452 form a four-semester sequence in which students work each semester with a different member of the department. Breakage deposit: \$35.00. Prerequisites: Chemistry 252 for 351; Chemistry 351 for 352, or consent of the instructor. Offered: 351 in the fall semester; 352 in the spring semester.

CHEMISTRY 362. (1)

INTRODUCTION TO HONORS RESEARCH. The preparation of a detailed proposal of honors research, based on a thorough literature search, in consultation with the professor who supervises the honors research project in Chemistry 461-462. Prerequisites: Chemistry 351 and consent of the instructor. Corequisite: Chemistry 352. Offered: on demand.

CHEMISTRY 451-452. (2-2)

ADVANCED LABORATORY II. The projects in Advanced Laboratory II are designed to require more student ingenuity than those in Advanced Laboratory I. Projects are drawn from the same fields of chemistry as are those in Advanced Laboratory I. Breakage deposit: \$35.00. Prerequisite: Chemistry 352. Corequisite: Chemistry 410 or permission of the instructor. Offered: 451 in the fall semester; 452 in the spring semester.

CHEMISTRY 461. (3)

HONORS ADVANCED LABORATORY. An extended scholarly project, developed in Chemistry 362, conducted in close consultation with a supervising professor, and ordinarily continuing in Chemistry 462. Prerequisites: Chemistry 352, Chemistry 362, and consent of the instructor. Offered: on demand.

CHEMISTRY 462. (3)

HONORS ADVANCED LABORATORY. An extended scholarly project, developed in Chemistry 362, initiated in Chemistry 461, and completed in close consultation with a supervising professor. Prerequisites: Chemistry 461 and consent of the instructor. Offered: on demand.

CLASSICS

Professors Arieti^F, Brinkley, Tucker

Chair: C. Wayne Tucker (fall),
James A. Arieti (spring)

The requirements for a major in Greek are at least 30 hours, including 12 hours in Greek above the elementary level, of which 6 hours must be in courses at the 300-level or above, and History 301. The other 15 hours may be selected from courses in Greek (above the 200-level), Latin, and Classical Studies; History 302; Fine Arts 110; Philosophy 301; and Political Science 310.

The requirements for a major in Latin are at least 30 hours, including 12 hours in Latin above the elementary level, of which 6 hours must be in courses at the 300-level or above, and History 302. The other 15 hours may be selected from courses in Latin (above the 200-level), Greek, and Classical Studies; History 301; Fine Arts 110; and Philosophy 301.

The requirements for a major in Greek and Latin are at least 36 hours, including at least 12 hours in each language, including 6 in one at the 300-level or above, and History 301 and 302. The additional 6 hours may be selected from courses in the Greek and Latin languages (above the 200-level), courses in Classical Studies, Fine Arts 110, Philosophy 301, and Political Science 310.

The requirements for a major in Classical Studies are at least 30 hours, including at least 6 hours of Greek or Latin above the elementary level. The additional 24 hours may be selected from courses in the Greek and Latin languages (if these are in the language used to satisfy the language portion of this major, they must be above the 200-level); courses in Classical Studies; History 301, 302; Fine Arts 110; Philosophy 301; and Political Science 310.

A concentration in Greek or Latin requires six hours in the language at the 300-level or above and twelve hours selected from courses in Greek or Latin (if they are in the language used to satisfy the language portion of the concentration, they must be at the 300-level or above); courses in Classical Studies; History 301, 302; Fine Arts 110; Philosophy 301; and Political Science 310.

A concentration in Classical Studies requires six hours in either Greek or Latin at the 200-level or above and twelve hours selected from courses in Greek or Latin (if they are in the language used to satisfy the language portion of the concentration, they must be at the 300-level or above); courses in Classical Studies; History 301, 302; Fine Arts 110; Philosophy 301; and Political Science 310.

GREEK

GREEK 101-102. (3-3)

ELEMENTARY GREEK. A foundation course in the vocabulary, forms, and grammar of classical Greek, preparing the student to read standard authors. Emphasis is given to the development of the student's command of English by comparative and contrastive exercises and to the appreciation of Greek cultural values by close study of significant vocabulary. Prerequisite: none. Offered: 101 in the fall semester; 102 in the spring semester.

GREEK 201-202. (3-3)

INTERMEDIATE GREEK. A continuing study of grammar and vocabulary is integrated with the reading and analysis of unadapted prose and verse. Prerequisites: Greek 101-102. Offered: 201 in the fall semester; 202 in the spring semester.

GREEK 301. (3)

THE GREEK NEW TESTAMENT. Close study of passages from the Synoptic Gospels and Acts, and perhaps some other books. Due attention is given to peculiarities of *koiné* Greek and to textual problems, especially those with theological implications. Prerequisites: Greek 201-202. Offered: on sufficient demand.

GREEK 302. (3)

GREEK DRAMA. Representative plays of Aeschylus, Sophocles, Euripides, or Aristophanes are read and discussed as dramatic pieces and in their relation to the origin of tragedy and comedy and the development of the theater. Prerequisites: Greek 201-202. Offered: on sufficient demand.

GREEK 303-304. (3-3)

GREEK HISTORIANS. Selections from the major historians are read, with emphasis on developing the student's capacity to read Greek prose and on his appreciation of the writers' contributions to Western historiography. Some parallel reading in English is required. Prerequisites: Greek 201-202. It is further suggested that the student have had or be enrolled in History 301. Offered: on sufficient demand.

GREEK 305-308. (3 each semester)

ADVANCED READINGS IN GREEK LITERATURE. The reading and discussion of selected works of Greek literature, chosen according to the needs of the class. Among authors that may be selected are Homer, Plato, Plutarch, the lyric poets, and the Athenian orators.

Prerequisites: Greek 201-202. Offered: on sufficient demand.

LATIN

LATIN 101-102. (3-3)

ELEMENTARY LATIN. This course is designed for students with no previous experience with Latin. The text is written for adults; the sentences and drill exercises in forms and syntax are based on classical authors. Considerable emphasis is placed on expanding the student's vocabulary and grasp of language structure. Prerequisite: none. Offered: 101 in the fall semester; 102 in the spring semester.

LATIN 201-202. (3-3)

INTERMEDIATE LATIN. Reading and analysis of selections from Latin prose and verse, and a continuing study of grammar and vocabulary. Prerequisites for 201: Latin 101-102, or equivalent; for 202: Latin 201. Offered: 201 in the fall semester; 202 in the spring semester.

LATIN 301-302. (3-3)

MASTERPIECES OF LATIN LITERATURE. The selection of authors is at the discretion of the instructor. Prerequisite: Latin 202 or equivalent. Offered: 301 in the fall semester; 302 in the spring semester.

LATIN 401-408. (3 each semester)

ADVANCED READINGS IN LATIN LITERATURE. The courses is devoted to intensive study of individual authors such as Lucretius, Tacitus, Livy, Ovid, Horace, or to literary genres such as Roman satire, elegiac poetry, epigraphy, history. Prerequisite: a third-year Latin course or equivalent. Offered: on sufficient demand.

LATIN 411. (3)

LATIN COMPOSITION AND GRAMMAR. Prerequisite: a third-year Latin course or equivalent, or permission of the instructor. Offered: on sufficient demand.

CLASSICAL STUDIES

Courses offered under the rubric of Classical Studies require no knowledge of Latin or Greek and do not carry language credit.

CLASSICAL STUDIES 201. (3)

ENGLISH ETYMOLOGY. A study of English words as derived from the classical languages. The purpose of the course is to broaden the student's vocabulary through a study of the historical development of an important element of the English language. No prior knowledge of Greek or Latin is presumed. Not open to freshmen.

CLASSICAL STUDIES 202. (3)

CLASSICAL MYTHOLOGY. A comprehensive survey of Greco-Roman mythology, with the aim of providing the student with a working knowledge of a significant element in Western culture and its creative achievements. Readings and lectures cover both the content of the mythology and its linguistic, archaeological, and anthropological significance. Offered: alternate spring semesters.

CLASSICAL STUDIES 203. (3)

GREEK LITERATURE IN TRANSLATION. Reading and discussion of major works of classical Greek literature. Literary themes and techniques are considered, as well as the influence of Greek writings on later literature. No knowledge of Greek is required. Offered: fall semester.

CLASSICAL STUDIES 204. (3)

LATIN LITERATURE IN TRANSLATION. Reading and discussion of major works of classical Latin literature. Literary themes and techniques are considered as well as the influence of Latin writings on later literature. No knowledge of Latin is required. Offered: spring semester.

CLASSICAL STUDIES 301. (3)

HUMANISM IN ANTIQUITY. An intellectual history of the ancient world, ranging from Hesiod's *Theogony*—an account of the genesis of the Greek Gods—to Boethius, the man who undertook to synthesize Plato and Aristotle. Readings include works by major figures, like Herodotus, Plato, and Augustine, as well as some by minor figures, like Minucius Felix and Basil. Emphasis is placed on such questions as what the ancients meant by "happiness," "human," and "nature," and how their views developed under paganism and Christianity. Prerequisite: Any of the following: Western Culture 101, History 301, 302, Latin or Greek at the 200-level or above, Classical Studies 203, 204, or permission of the instructor. Offered in spring semester of alternate years.

HISTORY 301. (3)

GREEK HISTORY. An historical survey of the cultural, political, economic, and social aspects of Greek civilization to the time of the late Roman Empire. This course does not assume a knowledge of Greek and does not satisfy any of the language requirements. It carries credit toward a History major. Offered: fall semester.

HISTORY 302. (3)

ROMAN HISTORY. A comprehensive survey of the rise and decline of Rome as a world-state and as the matrix of subsequent Western civilization. Primary emphasis is placed on the social, political, economic, and diplomatic forces in the evolution of Roman supremacy in the Mediterranean. This course does not assume a knowledge of Latin and does not satisfy any of the language requirements. It carries credit toward a History major. Prerequisite: none. Offered: spring semester.

LINGUISTICS 301. (3)

DESCRIPTIVE LINGUISTICS. An introduction to the techniques, findings, and insights of modern linguistics, "the most scientific of the humanities and the most humane of the sciences." Special attention is given to developing analytical appreciation of contemporary American English, on which most of the class exercises are based. A general course for all those interested in the nature of language. Prerequisite: sophomore or higher standing. Offered: on sufficient demand.

LINGUISTICS 302. (3)

HISTORICAL LINGUISTICS. Thorough study of the comparative method of linguistic reconstruction, and of modern views of the nature of linguistic evolution. Each student is required to do practical, independent work in a language of his competence, which may be English. Prerequisite: Linguistics 301 or English 401. Offered: on sufficient demand.

ECONOMICS

Professors Carilli, Gibson, Townsend; Associate Professors Dempster, Isaacs^F, Thornton; Assistant Professors Coyne, Schwartz

Chair: Gregory M. Dempster

Students may choose from one of three majors: Economics, Economics and Commerce, and Mathematical Economics. The requirements for all students majoring in Economics or Economics and Commerce are 30 hours in Economics, to include Economics 101, 103, 301, and 303, and, in addition, Mathematics 121 and 140. Students are expected to take the two required Mathematics courses prior to the junior year and to complete Economics 301 and 303 during the junior year.

Beyond these specific courses, the Economics major requires the student to take Economics 401 and 402, and the Economics and Commerce major requires Economics 220, 231, 233, 421, and 422. The Mathematical Economics major requires 21 hours in Economics to include Economics 101, 103, 301, 303, 306, and 308, and, in addition, Mathematics 121, 141, 142, 231, and 242, and Computer Science 261.

Interdisciplinary majors within the social sciences may be developed and pursued with the approval of the departments concerned.

ECONOMICS 101. (3)

INTRODUCTION TO ECONOMICS. A survey of the basic concepts used to analyze economic questions. Prerequisite: none. Offered: each semester.

ECONOMICS 103. (3)

MONEY AND BANKING. Analysis of the fractional reserve banking system and its place in financial markets and the American economy. The Federal Reserve System and its relation to the banking system are analyzed. Monetary and fiscal policies are examined in the light of Macroeconomic theory. Prerequisite: Economics 101. May not be taken by a student who has had Economics 303, except with permission of the instructor. Offered: each semester.

ECONOMICS 201. (3)

COMPARATIVE ECONOMIC SYSTEMS. An examination of the major economic systems with emphasis on implications for resource allocation, income distribution, and economic growth. Prerequisite: Economics 101. Offered: spring semester.

ECONOMICS 205. (3)***HISTORY OF ECONOMIC THOUGHT.***

A survey of the development of economics from Plato and Xenophon through marginalism. Emphasis is on the works of the central figures in the evolution of the discipline, including Smith, Ricardo, Mill, Marx, and Marshall. Prerequisite: Economics 101. Offered: fall semester.

ECONOMICS 208. (3)

PUBLIC FINANCE. An analysis of the process of government decision-making and of the effects of governmental budgetary decisions, particularly tax decisions, on individual and business choices. Prerequisite: Economics 101. Offered: spring semester.

ECONOMICS 210. (3)

ECONOMIC DEVELOPMENT. A study of fact, theory, and policy in underdeveloped economies. Problems of capital formation, population, agriculture, international trade, foreign aid, etc. Prerequisite: Economics 101. Offered: spring semester.

ECONOMICS 211. (3)***LABOR ECONOMICS AND LABOR RELATIONS.***

The course examines outcomes in the labor market and their causes. Topics covered will vary from year to year, but will be selected from the following: wage determination; labor supply decisions; firms' employment decisions; the impact of education and human capital investment, migration and immigration, unemployment, welfare programs, theories of workplace discrimination, and the employment-at-will doctrine; and the impact of government regulation of labor markets through the Civil Rights Act of 1964, the Age Discrimination in Employment Act, the Americans with Disabilities Act, regulations protecting employee privacy, labor law, the Occupational Safety and Health Act, the Employee Retirement and Income Security Act, the Immigration Reform and Control Act, Worker's Compensation legislation, and the Fair Labor Standards Act. Prerequisite: Economics 101.

ECONOMICS 212. (3)

ENVIRONMENTAL ECONOMICS. This course examines the economic determinants of environmental change and analyzes the principal remedies proposed for the problems of pollution, resource exploitation, and overpopulation. Case studies are used to illustrate, and require use of, the concepts of public goods, externalities, benefit-cost analysis, and government regulation. Prerequisite:

Economics 101. Offered: spring semester.

ECONOMICS 213. (3)

ECONOMICS OF THE LAW. Application of economic analysis to the civil law, with primary emphasis upon the common law of property, torts, and contracts. Examination of the effects of legal institutions and precedents on economic choices and study of the economic logic of law. Prerequisite: Economics 101. Offered: fall semester.

ECONOMICS 214. (3)

INTRODUCTION TO INDUSTRIAL ORGANIZATION AND THE ECONOMICS OF ANTI-TRUST. An examination of the structure, conduct, and performance of different industries, and an analysis of government anti-trust policies designed to alter or maintain existing market structures. Prerequisite: Economics 101. Offered: fall semester.

ECONOMICS 215. (3)***URBAN AND REGIONAL ECONOMICS.***

Economic analysis of the location and growth of urban and regional areas with emphasis on public-policy issues. Discussion of land-use patterns, measurement and change in regional economic activity, and urban problems, such as transportation, housing, poverty, and crime. Special attention is placed on local fiscal behavior, overlapping jurisdictions and the provision of local public goods, and intergovernmental fiscal relations. Prerequisite: Economics 101.

ECONOMICS 216. (3)

AUSTRIAN ECONOMICS. This course develops the methodological foundations of the Austrian school. From these foundations the course investigates the Austrian view on value theory and social costs and benefits, entrepreneurship, competition and monopoly, the socialist calculation debate, capital and interest, money and monetary institutions, business cycle theory, and wages and unemployment. Prerequisite: Economics 101. Offered: spring semester.

ECONOMICS 217. (3)

ECONOMICS OF SPORTS. Economic analysis of individual, team, and league sports. This course focuses not only on the market structure and industrial organization of sports leagues, but also addresses the public finance issues of municipal stadium construction and the labor issues involved with free agency and salary caps. Prerequisite: Economics 101. Offered: spring semester.

ECONOMICS 218. (3)*DISEQUILIBRIUM, MONEY, AND*

MACROECONOMICS. This course provides an overview of macroeconomic theories and policies based on (the concept of) disequilibrium in markets for money and capital. Attention will be paid to both seminal literature and recent advances in the field. Prerequisite: Economics 101. Offered: spring semester of even-numbered years.

ECONOMICS 219. (3)

GAME THEORY. This course introduces a game theoretical framework to analyze strategies adopted by consumers, firms, or governments when there are competing interests or ends and the outcomes depend on the actions chosen by all of the participants. Topics include simultaneous move, sequential move, perfect information, imperfect information, and bargaining games. Class sessions often involve experiments. Prerequisite: Economics 101. Offered: spring semester.

ECONOMICS 220. (3)

CORPORATE FINANCE. The financial organization and management of a business corporation. The course includes a study of methods of obtaining capital, financial policy, asset valuation, derivatives, and international applications. Prerequisite: Economics 103; Economics 231 (or equivalent) is recommended but not required. Offered: each semester.

ECONOMICS 222. (3)*NATURE, MANAGEMENT, AND*

ENVIRONMENT OF BUSINESS. An introductory survey of the organization and management of the business enterprise, with an emphasis on the functional areas. Prerequisites: Economics 101 and sophomore standing. Offered: fall semester.

ECONOMICS 231. (3)*FINANCIAL ACCOUNTING AND ANALYSIS.*

A comprehensive introduction to the fundamental principles and procedures of financial accounting. Emphasis is placed on the description, derivation, and interpretation of the primary financial statements. Prerequisite: Economics 101. Offered: each semester.

ECONOMICS 232. (3)

FINANCIAL MARKET ANALYSIS. This course is designed as an extension of corporate finance, taking the perspective of an individual or institutional investor. The course begins with a detailed examination of the securities market and basic portfolio theory. Additional topics covered include

index models of portfolio selection, market equilibrium analysis and efficiency, stock valuation, and performance evaluation. Prerequisite: Economics 220.

ECONOMICS 233. (3)*MANAGERIAL ACCOUNTING AND ANALYSIS.*

Study of the sources, organization, and uses of data generated by double-entry accounting. Emphasis is placed on managerial accounting techniques. Prerequisites: Economics 101 and 231, and sophomore standing. Offered: each semester.

ECONOMICS 234. (3)

FINANCIAL MODELING. This course is designed as an extension of Economics 220. The course introduces the techniques of financial modeling and their application to concepts such as financial forecasting, efficient portfolios, capital asset pricing, default-adjusted bond returns, bond duration, and derivative pricing (including option contracts and the Black-Scholes Pricing Model). The coursework is centered on the completion of extensive Excel-based projects that require both theoretical and practical knowledge of the financial concepts involved. Prerequisite: Economics 220.

ECONOMICS 236. (3)*STUDENT-MANAGED INVESTMENT FUND.*

In this course participants in Tigerfund act as managers of an actual equity investment fund using money contributed for this purpose by the College. They are required to carry out and document trades, file weekly reports, and prepare and present an annual report summarizing their investment activities. Prerequisite: Economics 220 and participation in Tigerfund in the preceding summer and fall semester. Co-requisite: Economics 232 or 234. Offered: spring semester.

ECONOMICS 238. (3)*THE INTERNATIONAL BUSINESS*

ENVIRONMENT. This course is a survey of international business issues and strategies. Subject areas include issues related to the economic, political, and human environments of international business. In addition, the functional operations of global firms will be examined. Prerequisite: Economics 101. Offered: May Term.

ECONOMICS 261. (3)

INTERNATIONAL TRADE. This course examines theories of trade pattern, trade-related policies in competitive and non-competitive markets, the effects of trade liberalization and economic integration, trade policies by developed and developing nations, and international factor movements.

Prerequisite: Economics 101. Offered: fall semester.

ECONOMICS 262. (3)

INTERNATIONAL FINANCE. This course examines international financial theory and policy. Topics include foreign exchange markets; fixed and flexible exchange rate regimes; the international monetary system and the IMF; international capital flows and capital controls; macroeconomic analysis of prices, output, and interest rates in an open economy; international coordination of macroeconomic policy; balance of payment accounts and the macroeconomic effects of capital or current account surpluses or deficits; and immigration. Prerequisites: Economics 101 and 103. Offered: spring semester.

ECONOMICS 301. (3)

INTERMEDIATE MICROECONOMIC THEORY. A study of the theory of consumer behavior, production, and pricing; and comparison of resource allocation in competitive and noncompetitive markets. Prerequisites: Economics 101, Mathematics 140 or higher, and junior standing. Offered: each semester.

ECONOMICS 303. (3)

INTERMEDIATE MACROECONOMIC THEORY. Analysis of theories applied to the problems of income determination, unemployment, and inflation in modern industrial economies. Prerequisites: Economics 101 and junior standing. Offered: each semester.

ECONOMICS 306. (3)

ELEMENTS OF ECONOMETRICS. A study of the application of statistical analysis to economic problems with a review of basic statistical techniques followed by extensive empirical econometric work. Prerequisites: Economics 101 and Mathematics 121. Offered: fall semester.

ECONOMICS 308. (3)

MATHEMATICAL ECONOMICS. Exposition of the mathematical structure of economic theories with particular attention to static and comparative static analysis, game theory, and unconstrained and constrained optimization models. Prerequisites: Economics 301 and Mathematics 141. Offered: spring semester.

ECONOMICS 395. (1, 2, or 3)

INTERNSHIP Internship opportunities are made available to qualified students in the belief that learning which involves both the classroom

and the larger world is especially valuable for the student. Combines work (normally done in the summer before the student's senior year) with ongoing course work and the production of a substantial research paper on a related issue. This paper, a daily journal, and the worksite supervisor's evaluation serve as the basis for the internship grade. However, the granting of credit for an internship remains at the discretion of the sponsoring faculty member. To qualify, a student must have a grade-point average of at least 2.7 at the time of application and must have taken at least nine hours of Hampden-Sydney Economics courses or the equivalent before the internship begins. May not be included in the 30 hours required for the major.

ECONOMICS 401. (3)

SEMINAR IN ECONOMIC FORECASTING. A capstone course in economics, the seminar combines economic theory and econometric technique for the task of modeling and forecasting trends in both industry-level and aggregate economic activity. Prerequisites: Economics 301 and 303. Offered: fall semester.

ECONOMICS 402. (3)

SEMINAR IN PUBLIC POLICY ANALYSIS. A seminar designed primarily for seniors concentrating in General Economics and intended to explore the application of economic analysis to a variety of public-policy issues. Prerequisites: Economics 301 and 401, or permission of the instructor. Offered: spring semester.

ECONOMICS 421. (3)

MANAGERIAL ECONOMICS. Application of microeconomic decision tools to managerial problems of the firm. The class time is divided between a discussion of tools to be used and application of those tools. Prerequisite: Economics 301. Offered: fall semester.

ECONOMICS 422. (3)

SEMINAR IN BUSINESS ISSUES. The purpose of this course is to integrate the student's knowledge of the business system. Discussion of problems, independent investigation, and communication of conclusions by the student are emphasized. Prerequisites: Economics 220, 222, 231, and senior standing, or permission of the instructor. Offered: spring semester.

ENGLISH

Professors Bagby, Martin, Saunders; Associate Professors Hardy, K. Weese; Adjunct Associate Professors T. O'Grady, Rhoads; Assistant Professors Davis, Varholy

Chair: Sarah B. Hardy

The requirements for a major in English are 34 hours. These hours must include one semester of History of English Literature (211 or 212), one semester of American Literature (221 or 222), one course in the "literature of difference" (English 224, 226, 228, or 230), one semester of Shakespeare (333 or 334), a period course (English 300, 301, 302, 303, or 304), a single-author course other than Shakespeare (330, 335, 336, 337, 338, or 339), Literary Criticism (English 380), and four elective courses (two in literature before 1900; one elective may be in creative writing or English 235; English 401 does not satisfy this requirement). In the second semester of his junior year or the first semester of his senior year, each major must also designate a 300- or 400-level offering as his capstone experience and must simultaneously enroll in English 480, the Capstone Seminar. At least one course in philosophy and at least two semesters in foreign languages beyond the proficiency requirements are recommended. Prospective majors are strongly encouraged to take Introduction to Literature (English 201). English courses taken at other institutions and presented for major credit must be approved in writing by the Department of English; for current students this approval must be secured in advance, and for transfer and former students it must be secured at entrance.

Note: All 300- and 400-level courses have the following prerequisite: any one of the following courses—English 201, 211, 212, 221, 222—or consent of the instructor.

ENGLISH 201. (3)

INTRODUCTION TO LITERATURE. This course presents ways of understanding and interpreting literature. It is also an introduction to the main kinds of writing: fiction, poetry, and drama. Students learn and develop techniques of analysis so that they can find meaning in literature; they also learn how to write critical interpretations of the works they read. Prerequisite: none. Freshmen and sophomores only. Offered: each semester.

ENGLISH 204. (3)

AMERICAN NATURE WRITING. A study of selected American works which deal with the relationship between human beings and the natural world. The course is an examination of American attitudes toward the uses of nature—as a source of delight, of ethical wisdom, and of revelation in some larger sense—and of the methods by which the individual can prepare himself to receive such benefits. Authors include Cooper, Emerson, Thoreau, Frost, Cather, Faulkner, and Silko. Prerequisite: none. Offered: spring semester of odd-numbered years.

ENGLISH 206. (3)

LITERATURE AND YOUTH. A study of the *Bildungsroman*, a type of novel recounting the youth and young manhood of a character attempting to learn the nature of the world, discover its meaning and pattern, and acquire a philosophy of life. Readings include works by Joyce, Wolfe, Ellison, Hemingway, Updike, Conrad, and others. Prerequisite: none. Offered: spring semester of odd-numbered years.

ENGLISH 207. (3)

LITERATURE OF WAR. Major literary works concerning war are studied, with special attention to the ways in which war has occasioned great literature and to such recurring themes as suffering and heroism. Reading is concentrated in works of the nineteenth and twentieth centuries but includes works of the ancient, medieval, and Renaissance periods. Emphasis is on novels of Crane, Hemingway, Mailer, Greene, Heller, and Vonnegut. Prerequisite: none. Offered: fall semester of even-numbered years.

ENGLISH 209. (3)

THE SHORT NOVEL. This course includes British, European, American, and South American authors and works. Students read about fifteen short novels by such authors as Henry James, William Faulkner, Katherine Ann Porter, and Philip Roth or Saul Bellow; Leo Tolstoy, Franz Kafka, Thomas Mann, and Fyodor Dostoevsky; Joseph Conrad and perhaps R. L. Stevenson, E. M. Forster, D. H. Lawrence, and Gabriel García Márquez. Prerequisite: none. Offered: fall semester of even-numbered years.

ENGLISH 211-212. (3-3)

THE HISTORY OF ENGLISH LITERATURE. The first semester surveys major authors, works, and literary types from the beginnings through

the eighteenth century, including Chaucer, Shakespeare, and Milton; the second semester continues the history to the present day, including Wordsworth, Tennyson, and Eliot. Appropriate critical approaches other than the historical are employed. Prerequisite: none. Offered: 211 in the fall semester; 212 in the spring semester.

ENGLISH 221-222. (3-3)

AMERICAN LITERATURE. A general study of American literature from colonial times through the Civil War (221) and from the Civil War to the present (222). We focus especially on major figures: Hawthorne, Melville, Emerson, Thoreau, Douglass, and Whitman; Dickinson, Twain, Frost, Stevens, Hughes, Faulkner, Baldwin, and others. Prerequisite: none. Offered: 221 in the fall semester; 222 in the spring semester.

ENGLISH 224. (3)

INTRODUCTION TO AFRICAN-AMERICAN LITERATURE. The works of major African-American authors are treated historically and critically, with the aim of understanding what "the American experience" has meant to African-Americans. Poetry (from Dunbar to Rita Dove) and fiction (from Toomer to Morrison) are the main concerns, but some attention is also given to non-fiction prose (from Douglass to Malcolm X). Prerequisite: none. Offered: fall semester of odd-numbered years.

ENGLISH 225. (3)

LITERATURE OF THE SOUTH. This course examines Southern literature with attention to the idea of the "Southern" writer as a geographical, cultural, and historical distinction. Within this broader category, the course explores differences of region, race, class, and gender. Readings include major literary genres (fiction, poetry, drama) as well as other cultural constructions of the South. Prerequisite: none. Offered: on sufficient demand.

ENGLISH 226. (3)

WOMEN AND LITERATURE. A study of gender as a significant force in shaping literature, affecting form, content, and style in works by both men and women worldwide. Themes include gender roles, past and present; family relationships; the women's movement as a cultural phenomenon; and male and female literary "voices." Works by various authors are considered, ranging from Jane Austen, Virginia Woolf, and Alice Walker to Charles Dickens, D. H. Lawrence, and William Styron. Prerequisite: none. Offered: on sufficient demand.

ENGLISH 228. (3)

POSTCOLONIAL LITERATURE. This course explores definitions of Postcolonialism through literature from places that are not normally canonized in Western literature courses. For example, students might read texts from India, Australia, and Africa as well as from Canada, Latin America, and the Caribbean. Readings will come primarily (but not exclusively) from the twentieth century and cover a variety of genres. Themes that the course investigates include the idea of nationality, the construction of history, categories of race and class, the complexities of cultural inheritance, and problems of narrative transmission. What does it mean to come from a certain place? Who gets to tell the history of a given country? What do governments and national identity have to do with storytelling and art? Prerequisite: none. Offered: fall semester of odd-numbered years.

ENGLISH 230. (3)

MULTI-ETHNIC AMERICAN LITERATURE. Through fiction, poetry, drama, and essays, this course explores the literary imaginations of writers who are members of two different cultures and analyzes how these writers express their sense of identity and locate themselves in relation to the dominant culture. The course addresses some combination of writings by Jewish-American, Native American, Asian-American, and Chicano/a authors, in some years including them all and in some years focusing more narrowly on the literature of one of two of these groups. The course covers historical and cultural background materials to help students understand the literary themes and techniques of multi-ethnic writers. Though the bulk of the readings will be written by multi-cultural authors, some readings by white American writers about people of other cultures may also be included to show how issues of ethnicity inform much of American literature. Prerequisite: None. Offered: spring semester of even-numbered years.

ENGLISH 241. (3)

INTRODUCTION TO CINEMA. Drawing on classic through contemporary masterpieces from American and European cinema, this course first teaches students how to read the filmic image and to appreciate film style. It next addresses narrative technique in film, then introduces some critical approaches to understanding film, such as genre and *auteur* criticism. Finally, the course examines some films in a cultural studies context. This course does not satisfy the college's literature requirement. Screenings are held at a time different from the class period. Prerequisite: none.

Offered: spring semester.

WRITING COURSES

ENGLISH 231. (3)

INTRODUCTORY CREATIVE WRITING: POETRY. A workshop in the craft of writing poetry. The general approach is to examine selected short works as models and to present copies of student writing to the class for discussion and criticism. Prerequisite: none. Offered: fall semester.

ENGLISH 233. (3)

INTRODUCTORY CREATIVE WRITING: FICTION. A workshop in the discipline of writing fiction. Students study the techniques of short-story writers, such as Anton Chekhov and Eudora Welty, to use as models in the writing of their own stories. Prerequisite: none. Offered: fall semester.

ENGLISH 235. (3)

THE ART OF THE ESSAY. A workshop in the craft of modern essay writing. Students examine classic and experimental essays for technique and content. Emphasis is placed on individual style, but imitation of selected works is encouraged. Prerequisites: Rhetoric 101-102 and consent of the instructor. Offered: on sufficient demand.

ENGLISH 236. (3)

ADVANCED CREATIVE WRITING: FICTION. A workshop in the craft of writing fiction. Students move from brief assignments emphasizing the elements of fiction—description, point of view, character, and plot—to the writing of short stories. Prerequisite: English 233, or consent of the instructor. Offered: spring semester.

ENGLISH 238. (3)

ADVANCED CREATIVE WRITING: POETRY. A workshop in the craft and art of writing poetry. Classes are a mix of open readings and criticism of student poems, reports, and tutorials. Students are asked to compose a chapbook-length portfolio of their own poetry by the end of the semester. Prerequisite: English 231, or consent of the instructor. Offered: spring semester.

PERIOD COURSES

ENGLISH 300. (3)

MEDIEVAL ENGLISH LITERATURE. A study of Old English and Middle English literature (exclusive of Chaucer), surveying major authors

and works, important literary genres, and characteristic human values of the English middle ages. Readings are in modern translation; knowledge of the Old English and Middle English languages is not required. Offered: spring semester of odd-numbered years.

ENGLISH 301. (3)

LITERATURE OF THE ENGLISH RENAISSANCE. The course explores masterpieces of this golden age of English literature, including works which supply compelling alternatives to contemporary platitudes about what constitutes greatness. Students consider the architectonic discipline as defended by Sir Philip Sidney, a utopia invented by Sir Thomas More, a wannabe politician illustrated by Ben Jonson, and the Dr. Faustus who sold his soul to the devil in Marlowe's play. Herbert, Donne, Spenser, and others will also figure in the course. Offered: spring semester of even-numbered years.

ENGLISH 302. (3)

EIGHTEENTH-CENTURY LITERATURE. A critical study of the major writers of the eighteenth century, particularly Pope, Swift, and Samuel Johnson, and of the central imaginative concerns of the transition from the Renaissance world view to the Romantic and post-Romantic eras. There is a concentration on satire, but with some attention to drama, the novel, lyric poetry, and miscellaneous prose. Offered: fall semester of odd-numbered years.

ENGLISH 303. (3)

THE ENGLISH ROMANTICS. The six major Romantics—Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats—are read critically. Primary emphasis is on the poetic vision of each writer, with some attention also to the continuing struggle of “the Romantic imagination.” Offered: fall semester of even-numbered years.

ENGLISH 304. (3)

VICTORIAN LITERATURE. This course concentrates on the major Victorian poets—Browning, Tennyson, and Arnold—and samples the minor ones. It examines the prose writings of Darwin, Mill, and Arnold; and it peeks into the prose fiction of some significant Victorian novelists—probably Dickens, Anthony Trollope, and a Brontë. Offered: fall semester of even-numbered years.

GENRE COURSES

ENGLISH 311. (3)

EPIC WRITING IN ENGLISH AND AMERICAN LITERATURE. This study of English and American epics glances briefly at the classical model and then turns to works which may be as various as Melville's *Moby-Dick*, Fielding's *Tom Jones*, Tolkien's *Lord of the Rings*, or Wolfe's *A Man in Full*. Offered: on sufficient demand.

ENGLISH 313. (3)

ENGLISH DRAMA. This survey of English drama studies the origins and nature of drama along with various critical influences on its development, including a few of the continental greats, such as Molière and Ibsen. Readings range from medieval mysteries and moralities to 18th-century libertine comedy, from 17th-century heroic plays to 19th-century Shavian comedy, from Renaissance humours comedy to 20th-century Theater of the Absurd. Offered: on sufficient demand.

ENGLISH 314. (3)

MODERN DRAMA. American, British, and European plays since 1880 are read. Playwrights may include Ibsen, Strindberg, Chekhov, Shaw, O'Neill, Pirandello, García Lorca, Brecht, Tennessee Williams, and Arthur Miller. Offered: spring semester of even-numbered years.

ENGLISH 316. (3)

MODERN BRITISH AND AMERICAN POETRY. A critical study of major poets of the twentieth century, such as Yeats, Eliot, Frost, Williams, Stevens, Hughes, Levertov, and Ammons. The course is intended less as an historical overview than as a close examination of the poetic worlds of the individual writers. Offered: spring semester of even-numbered years.

ENGLISH 317. (3)

ENGLISH NOVEL. The English novel is studied from its inception with Defoe and Fielding in the eighteenth century to the end of the nineteenth century. Major novelists to be read also include Austen, the Brontë sisters, Dickens, and Hardy. Offered: fall semester of odd-numbered years.

ENGLISH 318. (3)

MODERN BRITISH AND AMERICAN NOVEL. Major twentieth-century novelists in English are read, including Conrad, Joyce, D. H. Lawrence, Graham Greene, Hemingway, Faulkner, and Steinbeck. Offered: spring semester of even-numbered years.

ENGLISH 320. (3)

THE SHORT STORY. Readings are drawn from American, British, and European short stories, and from criticism and theory of fiction. Authors may include Poe, Hawthorne, James, Twain, O. Henry, Lardner, Hemingway, and Faulkner; Joyce, Saki, Maugham, Mansfield, D. H. Lawrence, and H. G. Wells; Maupassant, Chekhov, Pushkin, Kafka, García Márquez, and Thomas Mann. Offered: spring semester of odd-numbered years.

ENGLISH 322. (3)

TOPICS IN CONTEMPORARY LITERATURE. This course is a study of important novels, plays, or poems written in recent years. Early contemporary literary movements, such as the theater of the absurd and American metafiction, are studied in order to lend historical perspective to later works, but emphasis falls on the literature written from the 1970s to the present. The reading list, which reflects the cultural diversity of contemporary literature, evolves as new authors emerge or established figures produce new works worthy of attention. The genre changes periodically.

SINGLE AUTHOR COURSES

ENGLISH 330. (3)

CHAUCER. *The Canterbury Tales*, *Troilus and Criseyde*, and other main poems of Chaucer are studied. Attention is given to the literary and cultural background of Chaucer's works. Most readings are in Middle English, but prior knowledge of the Middle English language is not required. Offered: spring semester of even-numbered years.

ENGLISH 333-334. (3-3)

SHAKESPEARE. The early comedies and the histories, the sonnets, and *Venus and Adonis* are treated in the first semester. The "problem plays," the great tragedies, and the romances are read in the second semester. Both courses stress Shakespeare's plays in performance as well as the development of Shakespeare as a literary artist. Offered: 333 in the fall semester; 334 in the spring semester.

ENGLISH 335. (3)

MILTON. A seminar on the writings, life, and times of John Milton. The course begins with close reading of Milton's early works (for example, "L'Allegro," "Il Penseroso," "Lycidas," and *Comus*), his sonnets, and selected prose, including "Of Education," "Areopagitica," and sections of *Christian Doctrine*. Most of the semester is then

devoted to careful study of *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*. Offered: fall semester of even-numbered years.

ENGLISH 336. (3)

JANE AUSTEN. A study of Austen's six novels, juvenilia and selected letters critically considered, focusing on her subject of the growth of the mind and on her style. The question of whether Austen is an eighteenth or nineteenth century writer, a classic or a romantic artist, a "revolutionary" or a "conservative" is central, but emphasis is on the fiction, not on the revolutionary period in which she lived. Offered: on sufficient demand.

ENGLISH 337. (3)

DICKENS. A study of Dickens's novels and his development as a writer, focusing primarily on the evolution of his style and characterizations, but with some attention also to special topics like Dickens's humor, his social themes, and the serial publication of the novels. At least one of the long novels (e.g., *Bleak House*) is read throughout the semester in its serial parts. Offered: fall semester of odd-numbered years.

ENGLISH 338. (3)

FAULKNER. An early novel, the four great novels of his "second period," several significant short stories, and a number of articles and poems are among the readings from Faulkner's work intended to display his diverse talents, multiple themes, and innovative techniques. Offered: spring semester of odd-numbered years.

ENGLISH 339. (3)

HEMINGWAY. The major novels, stories, and essays of Ernest Hemingway are read and critically evaluated. The relationship between Hemingway's personal life and the style, subject matter, and heroic code of his fiction is central, but emphasis is on the fiction, not the life. Offered: fall semester of odd-numbered years.

ENGLISH 340. (3)

TONI MORRISON. A study of seven of Morrison's novels, from *The Bluest Eye* to *Paradise*, and selections from her literary criticism, as well as a consideration of criticism written about this Nobel Prize-winning author. Central issues include narrative technique, treatment of race and gender, and the historical/cultural background of the novels. Offered: fall semester of even-numbered years.

LANGUAGE AND CRITICISM

ENGLISH 380. (3)

LITERARY CRITICISM. A study of critical theories, especially of modern trends in criticism, and an introduction to the practice of critical techniques. Offered: annually.

ENGLISH 401. (3)

HISTORY OF THE ENGLISH LANGUAGE. A general introduction to the English language as modern linguistics defines and describes the evolutionary forces that have determined its sound- and form-systems, syntax, and vocabulary. Considerable attention is paid to identifying the diagnostic features of the various phases in the development of the language, to the social and other non-linguistic factors in language development, and to the peculiar history of American English and its dialects. Offered: on sufficient demand.

SEE ALSO UNDER CLASSICAL STUDIES: Classical Studies 201, English Etymology; and Linguistics 301 and 302, Descriptive and Historical Linguistics.

CAPSTONE EXPERIENCE

Each student majoring in English must take a 300- or 400-level course in the second semester of his junior year or the first semester of his senior year as a "capstone" course. To do so, he must declare (to his instructor) his intention to undertake a capstone project in a particular course within the first seven days of the semester, and he must simultaneously enroll in English 480.

In his designated 300- or 400-level course, a capstone student will complete all readings (and take all quizzes and exams) assigned to the regular students in the class, but instead of writing the assigned papers for a particular course, the capstone student will write a research essay of approximately 15-25 pages based on one or more works assigned in the designated course. At the discretion of the instructor, research papers may be written in stages, with due dates at different points in the semester. The instructor will determine the due dates for all drafts, including the final draft. Each capstone student will be responsible for giving one oral presentation about his research project for the benefit of students enrolled in the designated course.

ENGLISH 480. (1)

CAPSTONE SEMINAR. A methods course taught by members of the English Department

for students who are writing capstone essays in 300- or 400-level English courses. The group of students and faculty will meet periodically during the semester to discuss research methods, bibliography, and varieties of critical approaches, as well as problems that arise for individual students with their research projects. The department chair will be responsible for assigning group readings and for organizing the various faculty and student presentations. Prerequisite: this course is reserved for English majors in the second semester of their junior year or the first semester of their senior year. Offered: each semester.

FINE ARTS

Professors Kidd, Lewis; Associate Professor Kagan; Adjunct Associate Professor Fox; Visiting Associate Professor Archer; Lecturers Dubroff, Prevo,

Chair: Shirley Kagan

The requirements for a major in Fine Arts are 33 hours, to include Fine Arts 103, 108, 110 or 111, 420, and 499.

Students may complete the courses required for the major by following one of three possible tracks, or without a track.

For a track in Music, the remaining courses should be chosen from Fine Arts 211, 212, 231, 232, 233, 234, and 302.

For a track in Theatre, the remaining courses should be chosen from Fine Arts 208, 210, 303, 308, and 407; English 313, 314, 333, and 334.

For a track in Visual Arts, the remaining courses should be chosen from Fine Arts 206, 214, 215, 216, 217, 218, 219, 304, 314, 315, and 319.

Students interested in going into arts management may want to consider Economics 101 as the prerequisite for the following helpful courses: Economics 221, 222, or 231; and may also want to consult with the chair of the Department of Fine Arts about courses in the Sweet Briar Arts Management Program.

FINE ARTS 101. (1)

MUSIC READING AND SINGING. The purpose of this course is to teach the ability to read music by applying in all class drill and practice the movable-*do* system of solmization and the English system of chanted and sung rhythmic syllables. Students practice reading music, in treble and bass clefs, of graded difficulty. Fundamentals of singing also are studied and applied. Prerequisite: none. Offered: on sufficient demand.

FINE ARTS 103. (3)

INTRODUCTION TO MUSIC LITERATURE. The aim of this course is to develop listening skills, musical understanding, and knowledge of the standard repertoire. It examines music in its historical and cultural contexts through readings, guided listening, audio-visual materials, and lecture demonstrations. No special musical knowledge or ability is required. The course is open to all students. Prerequisite: none. Offered: each semester.

FINE ARTS 105. (3)

INTRODUCTION TO THE VISUAL ARTS. This is an introductory course in art appreciation, involving study and analysis of the various visual arts and their

historical and contemporary relationship to society. No special artistic ability is required. The course is open to all students. Prerequisite: none.

FINE ARTS 108. (3)

INTRODUCTION TO THEATRE. This is a general survey course which aims to familiarize students with the history and practice of western theatre. Plays are studied chronologically from the Greeks to contemporary playwrights. Geographical coverage includes theatre of the world from Asia to South America. Students also participate in hands-on theatrical activities, ranging from playwriting to staging scenes. No previous theatrical experience is expected. Prerequisite: none. Offered: each semester.

FINE ARTS 110-111. (3-3)

THE HISTORY OF WESTERN ART. An introductory survey of painting, sculpture, and architecture in Europe and America, the course emphasizes the classical tradition and its transformations first (in 110) by Christianity, then (in 111) by the Industrial Revolution and the emergence of modernism. Prerequisite: none.

FINE ARTS 206. (3)

WESTERN ART OF THE 19TH AND 20TH CENTURIES. This course focuses on the painting, sculpture, and architecture of Europe and North America in the modern age, presented in the context of contemporaneous philosophical thought and historical events. Prerequisite: Fine Arts 105, 111, or permission of instructor.

FINE ARTS 208. (3)

ACTING. This course introduces students to acting, including basic proficiency in movement and vocal techniques. Students develop an approach to character and an understanding of theatre through extensive play reading, scene work, and in-depth script analysis. The course also hones memorization, oral proficiency, and presentation skills. The course will normally be offered in the fall semester.

FINE ARTS 210. (3)

ASIAN THEATRE. This course introduces students to the rich traditional theatre of various Asian countries, including India, China, and Japan. Historical and cultural analysis provides the context for detailed study of dramatic theory and scripts in translation. Students also are exposed to the different performance techniques through practical workshop sessions and video presentations. Students participate in hands-on theatrical activities, ranging from playwriting to staging scenes. No previous theatrical experience

is expected. Prerequisite: Fine Arts 108, or permission of the instructor. Offered: fall semester of even-numbered years.

FINE ARTS 211-212. (3-3)

FUNDAMENTALS OF MUSIC THEORY. These courses are designed to teach the theoretical fundamentals of music as well as to develop elementary music reading, writing, and analytical skills. Classwork regularly involves critical listening, exercises in music reading and writing, and singing. Topics include notation, keys, scales, intervals, harmonic functions, basic counterpoint, basic musical forms, sight-reading, melodic-rhythmic dictation, and score study. Fine Arts 212, as an advanced continuation of 211, concentrates on study and analysis of the larger musical forms. Prerequisite: Fine Arts 103, or permission of the instructor. Fine Arts 211 is the normal prerequisite for Fine Arts 212. Offered: 211 in the fall semester; 212 in the spring semester.

FINE ARTS 214. (3)

INTRODUCTION TO PHOTOGRAPHY. This is a studio course, with projects and readings that explore both the history and aesthetics of photography as a fine art. Along with instruction in using a 35mm camera and processing and printing photographs, this course deals with the sharpening of visual perception and emphasizes the creative use of photographic technique. Prerequisite: none. Offered: each semester.

FINE ARTS 215. (3)

BEGINNING DRAWING. This is a studio course, concerned with the development of basic drawing and design skills in accordance with the concepts of art. Prerequisite: none. Offered: each semester.

FINE ARTS 218. (3)

COLOR AND TWO-DIMENSIONAL DESIGN. This is a studio course which will introduce and explore the use of color theory and the visual elements of line, shape, value, texture, and space in the visual arts and design. Drawing skills will not be emphasized, though they would not be a disadvantage. Projects and problem solving will include both fine arts assignments and graphic design applications. Prerequisite: none.

FINE ARTS 219. (3)

AMERICAN PHOTOGRAPHY. This course examines American photographic representation from mid-19th century experimental processes to the current digital age. The study of the role of photography in the United States is used to

explore themes in the arts, social and political history, popular culture, and personal expression. Readings, discussion, portfolio viewings, oral and written reports, and visits to photographic exhibitions compose the course of study. Prerequisite: Fine Arts 105, 111, 214, or 218. Offered: fall semester.

FINE ARTS 231. (3)

MUSIC OF THE TWENTIETH CENTURY. This course provides an intensive study of the art music of the past century. Significant composers and the musical, historical, philosophical, and social contexts of their works are explored; attendance at several concerts is required. Prerequisite: Fine Arts 103, or permission of the instructor. Offered: fall semester of even-numbered years.

FINE ARTS 232. (3)

AMERICAN MUSIC. A survey of the music of the North American colonies and the United States from the 17th century to the present. The course seeks to establish the continuity of American music with the Western European tradition while exploring the diversity of influences from other world cultures. The continuing interactions of classical, folk, and popular music, which give American music its uniqueness, are fully examined. Concert attendance is expected. Prerequisite: Fine Arts 103, or permission of the instructor. Offered: spring semester of odd-numbered years.

FINE ARTS 233. (3)

JAZZ HISTORY. An examination of jazz as both a musical and a sociological phenomenon. The course focuses on the musical developments that resulted in the creation of jazz, the major jazz styles from New Orleans origins to the present day, the musicians who perform jazz, and the influence the art of jazz has had on other areas of music. Attendance at a local jazz concert is required. Prerequisite: Fine Arts 103, or permission of the instructor. Offered: fall semester of odd-numbered years.

FINE ARTS 234. (3)

HISTORY OF OPERA. A study of opera from its origins in the work of the Florentine Camerata and Monteverdi, through the more familiar works of Handel, Mozart, Verdi, Wagner, and Puccini, to the contemporary creations of Carlisle Floyd, Philip Glass, John Adams, John Corigliano, William Bolcom, and John Harbison. Films and telecasts of operas are shown, and a field trip to an opera performance is organized. Prerequisite: Fine Arts 103, or permission of the instructor. Offered:

spring semester of even-numbered years.

FINE ARTS 261 et al (1)

THEORY AND PRACTICE OF INSTRUMENTAL ENSEMBLE MUSIC. The work of this performance class will culminate in the public performance of ensemble music in various venues. Also integral to the course is the study of basic music theory, terminology, sight-reading, solo techniques, and ensemble playing. Because of the special nature of this course, it will be possible to register for it late without penalty through the second full week of the semester.

FINE ARTS 302. (3)

TOPICS IN MUSIC HISTORY. This course goes into considerable depth in the selected topic, such as music for the keyboard, chamber music, opera, or the works of a single composer or stylistic period. The course emphasizes analysis and interpretation through several written reports, listening and discussion in class, and outside listening. Prerequisite: Fine Arts 103, or permission of the instructor. Offered: spring semester.

FINE ARTS 303. (3)

TOPICS IN THEATRE. This course explores a specific aspect of theatre performance, theory, or history, or often, a combination of the three. The course may concentrate on a particular playwright (e.g., Shakespeare), a genre (e.g., the Comedy), or a topic interwoven with the discipline (e.g., Political Theatre). The course may examine its subjects through in-class reports, discussion, and exercises, as well as through papers and performances. Prerequisite: Fine Arts 108, 208, or permission of the instructor. Offered: spring semester.

FINE ARTS 304. (3)

TOPICS IN VISUAL ART. This course focuses on a specific topic in visual art, either of an historic period or discipline, or of a specific studio discipline. The course emphasizes analysis and interpretation through written reports, observation, and discussion, or, in the case of a studio course, examination of practices and development of portfolios. Appropriate field trips may be undertaken. Prerequisite: permission of the instructor. Offered: spring semester.

FINE ARTS 308. (3)

DIRECTING. This course immerses students in the comprehensive approach to theatre required of the director. Through extensive readings, script analysis, character-delineation techniques, organizational exercises, time-management drills, and communication-strengthening approaches, students develop

the skills necessary to mount a production. The semester culminates in the presentation of a one-act play festival which is open to the public. Prerequisite: Fine Arts 108. The course will normally be offered every spring semester.

FINE ARTS 314. (3)

INTERMEDIATE PHOTOGRAPHY. This studio course explores photography as a visual language. Projects help students to develop their capacity for creative thinking and communication. Topics include montage, digital imaging, photographic mixed media, fiber-base printing, and print toning. Students create a self-directed project and develop a portfolio of images. Prerequisite: Fine Arts 214, or permission of the instructor. Offered: spring semester.

FINE ARTS 315. (3)

INTERMEDIATE DRAWING. This is a studio course which focuses upon identifying style, improving visual memory, using varied drawing materials, and portraiture. Prerequisite: Fine Arts 215. Offered: spring semester of odd-numbered years.

FINE ARTS 316. (3)

RELIEF PRINTMAKING. This studio course is an introduction to the relief printmaking processes of monotype, linocut, and woodcut. Students will learn about editioning prints as well as about registration for multiple block color printing and the history of relief printmaking. Prerequisite: Fine Arts 215. Offered: fall semester of odd-numbered years.

FINE ARTS 317. (3)

PAINTING. This is a studio course, intended as an introduction to painting through projects which demonstrate various processes. Prerequisite: Fine Arts 215, or permission of the instructor. Offered: fall semester of even-numbered years.

FINE ARTS 319. (3)

PORTRAITURE. This is a studio class that involves both drawing and oil painting. Topics and assignments include a brief history of the portrait, the anatomy of the head, portrait drawing, a portrait painting of a faculty or staff member, and a self-portrait painting. There is some use of photography, so students need not feel that they must be accomplished artists. Prerequisite: Fine Arts 215, or permission of instructor. Offered: spring semester of even-numbered years.

FINE ARTS 407. (3)

THEATRE DESIGN AND TECHNOLOGY.

A study of the history and evolution of design and technology from the Renaissance to the present. Students work in conjunction with the department's theatre productions to create a working knowledge in such areas as set and light design and stage craft. Each student also devises his own set designs for prominent plays from the history of theatre. Prerequisites: Fine Arts 207 or 321, and consent of the instructor. Offered: alternate semesters.

FINE ARTS 420. (3)

CRITICAL ISSUES IN THE ARTS. Readings of works by philosophers, critics, and artists ground a study of the value of drama, music, and the visual arts for society. The class is conducted as a seminar, with in-class discussion and presentation of individual research. Prerequisite: none. Offered: on sufficient demand.

FINE ARTS 499. (3)

SENIOR THESIS. This course involves the student in a project designed specifically to reflect his interest in the arts. In consultation with the faculty of the fine arts department, and under the guidance of the appropriate member of that department, the project is undertaken in the student's senior year, and must include appropriate documentation. Prerequisite: Senior status.

PERFORMANCE STUDIES

Within the Fine Arts Department is the general course area of Performance Studies. These courses can be identified by their numbering, which will fall between 250 and 280 for the classes which count toward graduation and between 350 and 380 for the classes which do not count toward graduation.

All performance courses will have the following in common: They will be offered every semester; the classroom experience will culminate in public performance(s); attendance will be a necessary part of fulfilling the course requirements; students will study the material for performance in the context of its period(s) and its critical reception, with attention to the terms and special considerations necessary for its appreciation; each student will write a paper upon an aspect of performance or the material used in performance, or take an examination upon the same; grading will be based on attendance and class participation, quality and effort in performance, and the paper or exam; in each course, 1 hour of academic credit can be earned; up to six 200-level performance courses can be taken for up to 6 credit hours counting toward graduation; as

many 300-level performance courses can be taken as a student desires, but only for load credit, since the credit for 300-level courses does not count toward graduation.

FINE ARTS 251, 252, 253, 254, 351, 352, 353, 354. (1)

THEORY AND PRACTICE OF CHORAL MUSIC.

A sequence of courses involving a thorough study and analysis, leading to performances, of masterworks from the great Western choral tradition. Integral to the course is the study of basic music theory, terminology, sight-singing, and vocal techniques, as well as application of foreign languages, history, and other arts as they relate to the specific literature of the semester. Because of the special nature of this course, it will be possible to register for it late without penalty through the second full week of the semester.

FINE ARTS 261, 262, 263, 264, 361, 362, 363, 364. (1)

THEORY AND PRACTICE OF INSTRUMENTAL ENSEMBLE MUSIC. The work of this performance class will culminate in the public performance of music suited especially to a jazz orchestra in various venues. Also integral to the course is the study of basic jazz theory, terminology, sight-reading, improvisation, solo techniques, and ensemble playing. Because of the special nature of this course, it will be possible to register for it late without penalty through the second full week of the semester.

FINE ARTS 271, 272, 273, 274, 371, 372, 373, 374. (1)

THEATRE PRODUCTION. The work of this class will culminate in a publicly staged theatrical production. Students may be involved in any of several aspects of production, such as acting, directing, stage managing, designing, or dramaturgy. In every case students will be required to demonstrate commitment to the production process through regular attendance and seriousness of purpose. Each student will write a paper on an aspect of production in order to fulfill the requirements of the course. Because of the special nature of this course, it will be possible to register for it late without penalty through the fourth full week of the semester.

HISTORY

Professor Emeritus Heinemann; Professors Hattox, Laine, Lehman^F, Simms; Associate Professor Emmons^S; Assistant Professors Blackman, Grigg, Dinmore; Lecturer Pilkington

Chair: Ralph S. Hattox

The requirements for a major in History are 33 hours in History courses, including 9 hours in United States history, History 101, 102, and one additional course in European history, and 6 hours in areas outside of Europe and the United States. History 499 and 6 elective hours comprise the remainder of the major.

All 300- and 400-level courses are open only to juniors and seniors, or others with the consent of the instructor.

Students are encouraged to develop individualized majors in consultation with a member of the department. Such a major would give a student a thorough foundation in history while offering him the opportunity to pursue topics of interest in related disciplines. Special topics are offered in History 485 and 490 for students with a 3.0 grade-point average in the History major or by special permission of the department.

HISTORY 101-102. (3-3)

EUROPEAN SURVEY. The study of Western civilization from the Renaissance and Reformation to the present century, with emphasis on those movements and institutions which have determined the form of the contemporary Western World. Students majoring in history must take this course no later than their junior year. Prerequisite: none. Offered: each semester. Not open to seniors.

HISTORY 111-112. (3-3)

UNITED STATES. The first semester is confined to the period from the establishment of the colonies to the close of the Civil War. Emphasis is on who we are as a people and the process by which we became a nation. The second semester begins with Reconstruction and continues to the present. Emphasis is on the rise of America as an industrial, financial, and military power and on the domestic political and social implications of that rise. Prerequisite: none. Offered: each semester. Not open to seniors.

HISTORY 180. (3)

THE CIVIL RIGHTS MOVEMENT. An investigation of the origins, development, and results of the movement which ended legal racial discrimination in America. The seminar looks at the "Jim Crow"

system of segregation, civil rights leaders and organizations, and their opposition. The television documentary *Eyes on the Prize* is a primary source, along with other films and books. Open to freshmen only.

HISTORY 201-202. (3-3)

ENGLAND AND THE BRITISH EMPIRE.

The origins and growth of English institutions and their spread to other parts of the world. Particular attention is devoted to the English contribution in government and law, to Britain's relations with the rest of the world, and to the rise and decline of her empire. The second semester begins with the Restoration in 1660. Prerequisite: none. Offered: 201 in the fall semester; 202 in the spring semester.

HISTORY 203-204. (3-3)

RUSSIA. The first semester covers the period from the founding of Kievan Russia in the ninth century to the end of Nicholas I's reign in 1855. The second semester carries the story to the present. Prerequisite: junior or senior status, or permission of the instructor. Offered: 203 in the fall semester; 204 in the spring semester.

HISTORY 205-206. (3-3)

EAST ASIA. Introduction to the history and culture of East Asian civilizations. The first semester concentrates on China. Topics include Chinese classics, Buddhism, the Song commercial revolution, the Opium War, and the Chinese communist revolution. Second semester focuses on Japan with discussion of Japanese mythology, Heian court life, evolution of samurai society, Tokugawa developments, Meiji reforms, and World War II. Prerequisite: none. Offered: 205 in the fall semester; 206 in the spring semester.

HISTORY 207-208. (3-3)

MIDDLE EAST SURVEY. The Arab East, Turkey, and Iran in the Islamic age. The first semester covers the life and mission of Muhammad, Islam as a religion, medieval Islamic civilization, the coming of the Turks, the crusades, and the development and decline of the Ottoman Empire. The second semester covers the challenge of the West, the problems of modernization, the development of nationalism, the Arab-Israeli conflict, and the rebirth of Islamic fundamentalism as a political force. Prerequisite: none. Offered: 207 in the fall semester; 208 in the spring semester.

HISTORY 209-210. (3-3)

LATIN AMERICAN SURVEY. The course is designed to increase understanding of our neigh-

bors to the South. The first semester examines Pre-Colombian civilizations, the effect of European contact on those civilizations, the key features of Spanish and Portuguese colonization, and the issues leading to independence. The second semester looks at post-independence developments in the key nations of Latin America and devotes attention to inter-American relations. Prerequisite: none. Offered: 209 in the fall semester; 210 in the spring semester.

HISTORY 211. (3)

COLONIAL AMERICA. After a consideration of the motives of English colonization and the actual establishment of the colonies, particular attention is given to the factors shaping the political, religious, economic, and social institutions in the eighteenth century. Prerequisite: none. Offered: fall semester.

HISTORY 212. (3)

THE AGE OF THE AMERICAN REVOLUTION, 1763-1815. A survey which examines the processes which led to the creation of the American Republic. Emphasis is given to the causes of the Revolution and the emergence of American nationalism, the Confederation era, the creating of the Constitution, and the early years of the Republic. Prerequisite: none. Offered: spring semester.

HISTORY 213-214. (3-3)

CIVIL WAR AND RECONSTRUCTION. The United States from the War of 1812 to the Compromise of 1877. The first semester studies the origins of the Civil War, emphasizing the themes of nationalism and sectionalism, slavery, abolition, and the breakdown of the political system. The second semester investigates the waging of war, with some attention given to military events, and the efforts to restore the Union. Prerequisite: none. Offered: 213 in the fall semester; 214 in the spring semester.

HISTORY 215-216. (3-3)

TWENTIETH-CENTURY AMERICA. The United States from 1900 to the present. The first semester (1900-1939) covers the responses of Americans to modernization, with emphasis on the reform movements of Progressivism and the New Deal. The themes of foreign involvement and domestic crisis highlight the second semester. Prerequisite: none. Offered: 215 in the fall semester; 216 in the spring semester.

HISTORY 301. (3)*GREEK HISTORY*

See under Classical Studies.

HISTORY 302. (3)*ROMAN HISTORY*

See under Classical Studies.

HISTORY 303. (3)

BYZANTINE EMPIRE. A survey of the history, institutions, civilization, and society of the Eastern Roman Empire from Diocletian (284-305) through the conquest of Constantinople by the Turks in 1453. Prerequisite: none. Offered: alternate fall semesters.

HISTORY 304. (3)

MEDIEVAL CIVILIZATION. From the decline of the Roman Empire to the beginnings of the Modern Age. Emphasis is placed on the rise of feudal institutions, the rise of Christianity and the medieval church, the conflict between papal and secular governments, and the beginnings of nationality. Prerequisite: none. Offered: fall semester.

HISTORY 306. (3)

TWENTIETH-CENTURY EUROPE. A study of European history from 1914 to 1945, including such topics as World War I, the Treaty of Versailles, the advent of Nazism, the diplomatic events of the 1930s, and World War II. This course utilizes lectures, classroom discussions, and several films. Prerequisite: permission of the instructor. Offered: spring semester.

HISTORY 313. (3)*HISTORY OF AMERICAN FOREIGN*

RELATIONS. A survey of America's role in foreign affairs from the formation of the Republic to the contemporary period. Emphasis is given to the nature of American interests and the interplay between ideals and self-interest as America experienced the transition from small-power to great-power status. Prerequisite: none.

HISTORY 315-316. (3-3)*AMERICAN INTELLECTUAL HISTORY.*

This course provides an intensive examination of ideas in America from the Colonial era to the present, dividing around the mid-nineteenth century. Emphasis is given to the development of major patterns of thought in America and the impact of those ideas upon institutions and values. Specific topics are chosen to illustrate

the particular configuration of political, social, economic, religious, and philosophical movements in America. Prerequisite: none. Offered: 315 in the fall semester; 316 in the spring semester.

HISTORY 317. (3)

THE AMERICAN SOUTH. A study of the unique features of the Southern past which have distinguished the region from the rest of the nation. Emphasis is given to economic development, the role of race, the role of myth in the making of history, and political leadership. Prerequisite: none.

HISTORY 319-320. (3-3)

BLACK AMERICA. This course examines the experience of African-Americans in United States history. The first semester covers topics from the fifteenth century through the Civil War, including the origins of African-American culture in Africa, the Atlantic slave trade, the institutionalization of slavery, as well as slave resistance and culture. The second semester covers the Reconstruction Period to the present, including topics such as the rise of Jim Crow, the Harlem Renaissance, Garveyism, the Great Depression, wartime experiences, and particularly the civil rights movement. Prerequisite: none. Offered: 319 in the fall semester, 320 in the spring semester.

HISTORY 377. (3)

WAR, SOCIETY, AND WESTERN CIVILIZATION. Employing classic works on warfare and military history by theorists such as Thucydides, Sun Tzu, and Clausewitz, the course examines warfare from antiquity to the present with special attention to the relationship of military tactics and strategies to the evolution of technological, bureaucratic, and social organizations. Prerequisite: none. Offered: fall semester.

HISTORY 407. (3)

TUDOR AND STUART BRITAIN. An examination of the rulers and major persons from 1485 to 1714 with emphasis on the establishment of the strong Tudor monarchy and the eventual eclipse of the Stuart monarchy by the social and political groups which came to dominate Parliament. Due consideration is given to the intellectual, religious, economic, and social changes which produced the constitutional development. Prerequisites: History 201-202, or permission of the instructor.

HISTORY 408. (3)**THE AGE OF HUMANISM AND REFORMATION.**

A study of the decline of characteristic features of medieval civilization and the rise of modern European institutions, with particular attention to intellectual figures from Dante to Erasmus. Emphasis is given to the origin of Luther's revolt, the course of the Reformation in its different forms, and the development of the Counter-Reformation. Prerequisite: History 101, or permission of the instructor.

HISTORY 409. (3)

THE FRENCH REVOLUTION. A study of the origins of the French Revolution, following the transformation of its ideals in response to war and counter-revolution, and assessing its long-range achievements from 1789 through the Consulate. The French model and tradition of revolution as a recurrent theme in the 19th and 20th centuries is also examined. Prerequisites: History 101-102 and senior or junior status, or permission of the instructor.

HISTORY 410. (3)

TOPICS IN MODERN EUROPEAN HISTORY. A seminar focusing on selected topics in modern European history such as the Enlightenment, the Industrial Revolution, the Concert of Europe, the Second Empire, Bismarck's Germany, the Belle Epoque, or Imperialism, using primary and secondary readings, class presentations, and discussion. Prerequisites: History 101-102.

HISTORY 411. (3)**RUSSIAN LITERATURE IN HISTORICAL PERSPECTIVE.**

A survey of Russian literature from 1825 to the present in its historical context. The literature selected has particular significance for the history of a given period, *i.e.*, how it both reflects and affects the basic themes of Russian history. The assigned reading includes works from the following authors: Pushkin, Lermontov, Gogol, Dostoevsky, Pasternak, Zamyatin, and Bulgakov. Prerequisite: History 203 or 204, or permission of the instructor.

HISTORY 412. (3)**TOPICS IN RECENT AMERICAN HISTORY.**

A seminar investigating selected topics in twentieth-century American life and politics, utilizing readings, student papers, and class discussions. Prerequisite: senior or junior status.

HISTORY 420. (3)**TOPICS IN COMPARATIVE HISTORY.** A

seminar investigating selected topics in cross-societal, historical studies. Topics to be offered may include comparative revolutions; colonialism; the trans-Atlantic slave trade; or themes in European, Asian, Middle Eastern, and Latin-American development. Prerequisite: consent of the instructor.

HISTORY 499. (3)

COLLOQUIUM. This course is devoted to close study of selected secondary studies and primary sources for a particular thematic or chronological topic in Asian, European, or American history. Students are expected to participate regularly in class discussions of assigned readings, to make occasional oral reports on specific topics, and to write a number of analytical essays of short-to-moderate length. Each colloquium is intended to provide the student with a solid grounding in both the history and historiography of a particular era or subject, and also to prepare the capable and interested student to undertake advanced research for a senior thesis (History 500). Normally, two colloquia—one American, one non-American—are offered each semester. Enrollment in a colloquium is limited to 10 students, and preference is given to senior and junior History majors.

HISTORY 500. (3)

SENIOR THESIS. An exercise in research and advanced composition, to be written in the spring semester of the senior year. The thesis investigates in detail some historical topic of interest to the student. The student works under the guidance of a member of the history department in selecting, researching, and writing his essay. Prerequisite: History 499.

HISTORY HONORS

To be eligible for History Departmental Honors, the student must normally have a 3.3 average for his History courses and a 3.0 GPA overall. By the end of his junior year he must have taken at least one 300- or 400-level History course. After taking History 499 by the fall of his senior year and receiving a grade no lower than B+, he enrolls in History 500. The Honors Council and history department must approve the student's proposal for a project resulting in a thesis on which he must receive no less than B+. At the end of the spring semester, he must defend his thesis orally before a committee consisting of two professors from the history department and a third professor chosen from another department by the student with the

advice of his advisor and the Honors Council. All three examiners must be satisfied with the student's defense of his thesis in order to warrant his receiving Honors in History.

HONORS

Faculty of the Divisions of Humanities, Natural Sciences, and Social Sciences

Director: Katherine J. Weese

HONORS 101-102. (3-3)

INTRODUCTORY HONORS. Consideration of a selected topic designed to introduce students to modes of inquiry and underlying assumptions of various disciplines. Prerequisite: freshman honors scholar status; permission of the Honors Council required. Offered: 101 in the fall semester; 102 in the spring semester.

HONORS 261, 262, 361, 362, 461, 462. (1)

HONORS READING SEMINAR. A small-group seminar course normally meeting weekly and following one book over the course of a semester. Students participate in and take turns leading discussions. Additional reading, speaking, and writing assignments may be given. Open to honors scholars (sophomore and above level) and to other students with instructor's permission. Up to six courses can be taken for up to six hours counting toward graduation. Prerequisite: none. Offered: each semester.

HONORS 499-500. (6 to 15 each semester)

SENIOR FELLOWSHIP. Students selected for Senior Fellowships undertake, under the guidance of an advisory committee, at least six and at most fifteen hours of independent research during each semester of the senior year (for a year's total of between twelve and thirty hours). The final course grade at the end of each semester and the apportionment of credit hours is determined by the advisory committee, but the advisor is responsible for submitting final grades in both semesters. Prerequisites: senior status and a grade-point average of at least 3.5; selection for a Senior Fellowship by the President of the College on the recommendation of the Honors Council required. Offered: 499 in the fall semester; 500 in the spring semester.

HUMANITIES

Faculty of the Departments of Classics, English, Fine Arts, History, Modern Languages, Philosophy, and Religion; and of the Rhetoric Program

Contact: Dieudonné K. Afatsawo

The requirements for the Humanities major, including the core requirement in the Humanities Division, are 54 semester hours of work, as follows:

| <i>Department</i> | <i>Hours</i> |
|---|--------------|
| • English Literature (200-level and above) | 12 |
| • Foreign Languages (200-level and above, in two languages, one ancient, one modern) | 18 |
| • Philosophy (301-302) | 6 |
| • Fine Arts (103 or 105 or 110-111 or 206 or 211-212 or 302) | 6 |
| • History | 9 |
| Ancient | 3 |
| Medieval | 3 |
| Additional | 3 |
| • Advanced English, Foreign Language, Philosophy, Religion, or Independent Study (495) course | 3 |

INTERDISCIPLINARY STUDIES

Contact: David E. Marion

INTERDISCIPLINARY STUDIES 201. (3)

ANALYTICAL FABLES AS SOCIAL SCIENCE.

A study of fables, drawn mainly from Aesop, offering important insights into social, economic, and political interactions. The focus is on a few especially powerful and widely applicable analytical fables. Assignments and classes revolve around applying these fables in an attempt to understand better the dynamics underlying a variety of social, economic, and political events. Prerequisite: sophomore standing. Offered: fall semester.

INTERDISCIPLINARY STUDIES 230. (3)

PARIS IN THE TWENTIES.

This course is a study of the literature written in (or about) the great artistic center, Paris, during the flamboyant and creative years from the end of the Great War to the Crash (1918-1929). The primary focus is modern literature and its cultural background, but attention also is given to other modern arts—painting, music—and to politics, society, and the way of life in post-war Paris. Readings include works by F. Scott Fitzgerald, Gertrude Stein, Ernest Hemingway, Malcolm Cowley, and others who lived and worked in Paris in the nineteen-twenties. Prerequisite: none. Offered: May Term.

INTERDISCIPLINARY STUDIES 232. (3)

AFRICAN-AMERICAN CULTURE.

This course examines the many achievements of African-Americans in the arts, music, politics, diplomacy, and the military. Students should gain an appreciation of the essential role that African-Americans have played in shaping the history, politics, and culture of the United States. Offered: on sufficient demand.

INTERDISCIPLINARY STUDIES 275. (3)

UNITED STATES MILITARY AND AMERICAN SOCIETY: IDEALS, INSTITUTIONS, AND ISSUES.

A seminar primarily for sophomores enrolled in the Military Leadership track of the James Madison Public Service Certificate Program, but open to any interested student, the course combines lecture/conference instruction with student oral and written reports based on research assignments on such topics as the constitutional ideals undergirding our national military establishment; the relationship between the military and key national institutions, law enforcement agencies,

and the media; and historical and contemporary legal, social, political, and cultural issues that both support and complicate the military's place in American society. Prerequisite: none. Offered: spring semester.

INTERDISCIPLINARY STUDIES 372. (3)
SEMINAR IN ENVIRONMENTAL STUDIES. A topical capstone experience for students in the Environmental Studies Concentration, designed to integrate the various courses taken by the students (or by other students who have completed an appropriate subset of the designated courses required in the Concentration but not officially enrolled in the program) and to allow reflection on and engagement with significant issues that arise in the study of the environment. Students are expected to apply the concepts and materials of related courses to meta-themes discussed in the seminar. Topics may include issues in ecology, the economics of environmentalism, and bioethics, as well as other scientific, social science, and humanistic concerns. Prerequisite: at least four courses required for the Environmental Studies Concentration. Offered: spring semester.

INTERDISCIPLINARY STUDIES 375. (3)
LEADERSHIP AND PUBLIC SERVICE IN CONSTITUTIONAL CONTEXT. Beginning with an examination of the major historical developments that have shaped the place and role of administrative-class officials in the United States, this course provides students with a general introduction to significant legal and political dimensions of public-sector employment. Consideration is given to the general subject of public-service ethics, including such topics as conflict of interest regulations, and to the complexities of intergovernmental and inter-branch relations. The first segment of the course focuses on historical, ethical, and political themes, while the second part is devoted to management-related matters and legal issues. Prerequisites: junior standing and consent of the instructor. Offered: spring semester.

**INTERDISCIPLINARY STUDIES 377-380.
(1 each)**

PUBLIC SERVICE SEMINARS. 377 (Constitutional History/Culture) reviews the political thought of leading founders such as Washington, Madison, and Jefferson with the goal of understanding the "cultural" as well as the "governmental" dimensions of the American constitutional order. Attention also is given to the "reformist" thinking of Lincoln, Wilson, and

Franklin Roosevelt. 378 (Budgeting) examines theories and practices associated with governmental budgeting with special attention given to object classification, performance, program, and zero-base budgeting. 379 (Organizational Science) examines various management theories that have been developed and applied within public-sector organizations. Assignments cover the work of Frederick Taylor, Herbert Maslow, Herbert Simon, and the New Public Administration Movement, among others. 380 (Administrative Law) introduces students to some of the major concepts and principles in the field of administrative law (e.g., sovereign immunity, "privilege" and "delegations" doctrines). Assigned readings include case material from judicial and administrative agencies as well as commentaries by practitioners and theorists. Students enrolled in these "lab" courses are expected to attend presentations/workshops by speakers both on and off campus. Prerequisite: enrollment in the James Madison Public Service Certificate Program. Offered: one each semester.

INTERDISCIPLINARY STUDIES 395. (3)
PUBLIC SERVICE INTERNSHIP RESEARCH PROJECT. The internship, required of students in the Public Service Program, is to be combined with a research project. The internship and research project are closely supervised by a faculty member. Internships are arranged to complement the course work in the Public Service Program. Credit is awarded only following a public defense of the completed research project. The defense follows the pattern established for honors papers. Prerequisite: Interdisciplinary Studies 375. Offered: fall semester.

INTERDISCIPLINARY STUDIES 440. (3)
LEADERSHIP AND ETHICS. An advanced seminar focused on learning and developing requisite skills and qualifications for successfully meeting senior leadership challenges in various fields of endeavor (i.e., politics and government, including the military; organized religion; non-profit agencies; academe; scientific research and development; the corporate world; the entertainment arena, etc.). Major emphasis on identifying and understanding varying leadership styles and using case studies (actual and posited) for working out and solving problems and issues of leadership. Prerequisite: desirable, but not required, that students have completed the Student Leadership Development Program ("Society of '91") and be serving currently in a student leadership position at the College.

INTERDISCIPLINARY STUDIES 465. (3) *AN OVERVIEW OF U.S. NATIONAL*

INTELLIGENCE. This course provides a basic overview of the nature and purpose of U.S. foreign intelligence institutions and activities in support of foreign policy and national security. Central themes include the critical need for sound and timely intelligence in the formulation and conduct of U.S. foreign policy; the historical evolution of U.S. intelligence from colonial times to the present; moral and legal constraints imposed upon intelligence in an open, democratic society; and guidelines for preparing for a professional career in intelligence, with emphasis on the value of a broadly based, liberal education. Extensive use is made of the case-study approach for illustrative purposes. Each student is required to prepare and present an intelligence analysis focusing on a selected area of potential threat to U.S. foreign-policy interests. Students are chosen on the basis of class rank and at the discretion of the instructor.

INTERSCIENCE

Faculty of the Departments of Biology, Chemistry, Mathematics and Computer Science, and Physics and Astronomy

Contact: Robb T. Koether

Students may satisfy the requirements for the Interscience major, as well as the Natural Science portion of the core requirements, by following any one of the several courses of study specified below.

BIOLOGY-CHEMISTRY

BIOCHEMISTRY-MOLECULAR BIOLOGY:

Three of the following four courses: Biology 301 (Cell Biology), Biology 312 (Molecular Biology), Chemistry 318 (Medicinal), Chemistry 320 (Biochemistry). Total: 10-11 hours.

BIOLOGY: 110, 151 (Principles and Laboratory), 201 (Genetics), 311 (Biochemistry), and two courses from the following list: 301 (Cell Biology), 321 (Microbiology), 401 (Immunology), 402 (Developmental Biology), with the last two courses eligible only if not submitted in satisfaction of the Biochemistry-Molecular Biology area requirement above. Total: 19 hours.

CHEMISTRY: 110-151-120-152 (Concepts and Laboratory), 210-211-251-252 (Organic and Laboratory), 310 (Physical Chemistry I), 351 (Advanced Lab). Total: 21 hours.

OTHER: Physics 131-132, 151-152 (General and Laboratory); Mathematics 141 (Calculus I). Total: 12 hours.

BIOLOGY-PHYSICS

BIOLOGY: 110, 151 (Principles and Laboratory), 201 (Genetics), 301 (Cell Biology), 311 (Biochemistry), 312 (Molecular Biology), 321 (Microbiology). Total: 23 hours.

PHYSICS: 103 (Basic Digital Electronics), 131-132, 151-152 (General Physics and Laboratory), 222-262 (Electronic Instrumentation and Laboratory), 412 (Wave Properties and Optics). Total: 18 hours.

OTHER: Chemistry 110-151-120-152 (Concepts and Laboratory); either Chemistry 210-251 (Organic) or Mathematics 141 (Calculus I). Total: 12 hours.

Substitutions in the above courses of study may be made with the approval of department chairs in both areas of concentration. Such substitutions must not lessen the coherence of the course of study.

OTHER INTERSCIENCE PROGRAMS

Other courses of study involving concentrations in Mathematics and the Natural Sciences must include Mathematics 242 and at least six semester hours in Mathematics at the 300- or 400-level. Programs must include at least 52 semester hours in Mathematics and the Natural Sciences, and meet one of the following distribution requirements: (a) 42 hours in Mathematics and Biology combined; or (b) 42 hours in Mathematics and Chemistry combined. The course of study must form a coherent program and must be approved by department chairs in both areas of concentration. The planned course of study shall be presented to the Dean of the Faculty at spring pre-registration of the sophomore year. Later substitutions in the course of study may be made with the approval of both department chairs; such substitutions must not lessen the coherence of the course of study.

MATHEMATICS AND COMPUTER SCIENCE

Professor Emeritus Mayo; Professors Bryce S. R. Koether; Associate Professors Berman, Hemler, Pelland, Valente; Adjunct Associate Professor Cohen; Assistant Professor Osoinach; Lecturers C. Koether, R. Webber

Chair: Robb T. Koether

A major in Mathematics requires at least 11 courses: Mathematics 141, 142, 231, 242, 431, 441, and five electives at or above the 200-level. Among the 37 hours must be one of the following sequences: Mathematics 421-422, 431-432, 441-444, 441-448, or 451-452. Two of the electives may be Computer Science courses. With the approval of the department, one of the five electives may be a course in another department that makes extensive use of mathematics.

A major in Computer Science requires at least 11 courses: Computer Science 261, 262, 361, 362, 461, and 480; Mathematics 141 and 262; and three additional courses, at least two of which must be Computer Science courses at the 200-level or above. A student may use either Computer Science 161 or Physics 103 for the third course

A major in Applied Mathematics requires at least 11 courses: Mathematics 121, 141, 142, 231, 242, 421, and Computer Science 261; one course with mathematical content outside the department, approved by the department; and at least three courses from among Mathematics 222, 243, 331, 342, 343, 345, 422, 441, 444, 452, and Computer Science 262. To prepare for a career in engineering, a student should elect at least Mathematics 243, 343, and Computer Science 262. To prepare for a career in statistics or actuarial work, or to prepare for business school, a student should elect at least Mathematics 222, 331, and 422.

The department recommends that students who intend to teach mathematics complete a major in Mathematics.

MATHEMATICS

MATHEMATICS 100. (4)

INTRODUCTION TO THE MATHEMATICAL SCIENCES. Enough elementary functions, algebra, and arithmetic to prepare students for other courses in mathematics and computer science. A student cannot receive credit for Mathematics 100 if he has passed any other college course in

Mathematics or Computer Science. Prerequisite: consent of the department. Offered: each semester.

MATHEMATICS 121. (4)

STATISTICS. Introduction to probability and statistics. Exploratory data analysis. Discrete and continuous random variables, estimation, hypothesis testing. Prerequisite: none. Offered: each semester.

MATHEMATICS 130. (4)

FINITE MATHEMATICAL MODELS. A course emphasizing the use of finite mathematics in modeling real-world phenomena. Specific topics are chosen from among the following: matrix algebra, graph theory, cryptography, Leontief input-output models, linear programming, probability, counting methods, game theory, and Markov chains. Prerequisite: none. Offered: each semester.

MATHEMATICS 140. (4)

CALCULUS FOR ECONOMICS. A study of differential and integral calculus and its applications. Topics include differentiation of elementary functions in one and several dimensions, integration of polynomials, and constrained and unconstrained optimization in one and several variables. Prerequisite: Economics 101. Students who have any credit at Hampden-Sydney for the study of calculus may not take this course. Offered: each semester.

MATHEMATICS 141. (4)

CALCULUS I. Elementary functions, limits, derivatives, optimization, the definite integral, and the Fundamental Theorem of Calculus. Prerequisite: none. Offered: each semester.

MATHEMATICS 142. (4)

CALCULUS II. Functions defined by integrals, inverses, applications and techniques of integration, infinite series. Prerequisite: Mathematics 141 or the equivalent. Offered: each semester.

MATHEMATICS 212. (3)

INTRODUCTION TO THE HISTORY OF MATHEMATICS. A survey, from Babylonian mathematics through Greek mathematics, including some topics from modern mathematics, and illuminating G. Cantor's dictum that the essence of mathematics is its freedom to change. An extensive student project is required. Prerequisite: Mathematics 142 or consent of the instructor. Offered: spring semester of even-numbered years.

MATHEMATICS 222. (4)

STATISTICAL METHODS. A project-based study of sampling distributions, estimation, and hypothesis testing. Major topics are classical and nonparametric analysis of variance, and regression analysis. Students use a variety of statistical software to produce both individual and group projects. Prerequisite: Mathematics 121 or consent of the instructor. Offered: spring semester.

MATHEMATICS 231. (4)

LINEAR ALGEBRA. Matrix arithmetic, vectors, abstract vector spaces, linear transformations, inner products, and eigenvalues, with some emphasis on applications and computing. Prerequisite: Mathematics 142. Offered: spring semester.

MATHEMATICS 242. (4)

CALCULUS III. Plane curves, polar coordinates, vector analysis of curves, infinite series, approximation, partial derivatives, line integrals, and double integrals. Prerequisite: Mathematics 142. Offered: fall semester.

MATHEMATICS 243. (3)

DIFFERENTIAL EQUATIONS. Analytic and numerical solutions of ordinary differential equations. Existence and uniqueness of solutions. Solutions of linear systems. Prerequisite: Mathematics 242 or consent of the instructor. Offered: fall semester.

MATHEMATICS 262. (4)

DISCRETE MATHEMATICS. An introduction to the discrete mathematics most useful in computing and computer science. Topics include set theory, mathematical logic, graph theory, and combinatorics. Prerequisite: Mathematics 142 or Mathematics 141 and Computer Science 261. Offered: spring semester

MATHEMATICS 331. (4)

OPTIMIZATION. A mathematical introduction to optimization. Linear programming, integer programming, transportation and assignment problems, game theory, nonlinear programming, and decision analysis. Prerequisite: Mathematics 231. Offered: spring semester of odd-numbered years.

MATHEMATICS 334. (3)

ELEMENTARY NUMBER THEORY. An introduction to the theory of numbers. Prerequisite: Mathematics 231. Offered: fall semester of odd-numbered years.

MATHEMATICS 342. (3)

NUMERICAL ANALYSIS. Solutions to problems of analysis by numerical methods and the study of error in numerical processes. Prerequisites: Mathematics 231 and 242. Offered: spring semester of even-numbered years.

MATHEMATICS 343. (3)

VECTOR ANALYSIS. Line and surface integrals, classical theorems of vector analysis. Prerequisites: Mathematics 231 and 242. Offered: on demand.

MATHEMATICS 345. (3)

APPLIED MATHEMATICS. Mathematical models and topics in advanced mathematics with application to the natural and social sciences. Prerequisites: Mathematics 231 and 242 or consent of the instructor. Offered: fall semester of even-numbered years.

MATHEMATICS 421. (3)

PROBABILITY AND STATISTICS I. Discrete and continuous probability distributions, moment-generating functions, and limit theorems. Prerequisite: Mathematics 242. Offered: fall semester of odd-numbered years.

MATHEMATICS 422. (3)

PROBABILITY AND STATISTICS II. The theory underlying estimation and hypothesis testing, and its application in one- and two-sample problems. Prerequisite: Mathematics 421. Offered: spring semester of even-numbered years.

MATHEMATICS 431-432. (3-3)

ALGEBRAIC STRUCTURES. Groups, rings, fields, linear algebra, and selected topics. Prerequisite: Mathematics 231. Offered: 431 in the fall semester of even years; 432 in the spring semester of odd-numbered years.

MATHEMATICS 441. (3)

INTERMEDIATE ANALYSIS. Further investigation of the calculus of one real variable. Continuity, uniform convergence, differentiation, and integration. Prerequisites: Mathematics 231 and 242. Offered: fall semester of odd-numbered years.

MATHEMATICS 444. (3)

COMPLEX ANALYSIS. An introduction to the theory of complex functions. Prerequisite: Mathematics 441. Offered: spring semester of odd-numbered years.

MATHEMATICS 448. (3)

TOPOLOGY. Elementary topological concepts. Prerequisite: Mathematics 441. Offered: spring semester of even-numbered years.

MATHEMATICS 451. (3)

GEOMETRY. An axiomatic approach to Euclidean geometry and an introduction to non-Euclidean geometries. Prerequisite: Mathematics 231. Offered: fall semester of even-numbered years.

MATHEMATICS 452. (3)

DIFFERENTIAL GEOMETRY. The geometry of curves and surfaces in Euclidean space. Topics include differential forms; curvature, torsion, and the Frenet formulas for curves; fundamental forms and curvatures for surfaces, and the Gauss-Bonnet Theorem. Prerequisites: Mathematics 231 and 242. Offered: spring semester of odd-numbered years.

MATHEMATICS 461-462. (3-3)

HONORS IN MATHEMATICS. A scholarly project conducted in close consultation with a supervising professor. Prerequisites: permission of the instructor for 461; 461 and permission of the instructor for 462. Offered: on demand.

COMPUTER SCIENCE**COMPUTER SCIENCE 161. (3)***INTRODUCTION TO COMPUTING.*

An overview of computing, with consideration given to its impact upon today's society. Topics may include history, applications, computer organization, programming languages, algorithms, and computability. A student cannot receive credit for Computer Science 161 if he has passed any other college course in Computer Science. Prerequisite: none. Offered: each semester.

COMPUTER SCIENCE 261. (4)

COMPUTER SCIENCE I. Discussion of algorithms, programs, and computers. Extensive work in the preparation, running, debugging, and documenting of programs. Problem-solving is emphasized. Prerequisite: none. Offered: each semester.

COMPUTER SCIENCE 262. (4)

COMPUTER SCIENCE II. A continuation of Computer Science 261 but with emphasis on language structures and applications of those structures not normally covered in a first course. Programming efficiency, documentation standards, and programming style are emphasized. Prerequisite: Computer Science 261. Offered: spring semester.

COMPUTER SCIENCE 308. (3)

PROGRAMMING LANGUAGES. A study of the design and implementation of programming languages. Concepts such as non-procedural languages, scope rules, data types and data sharing, control structures, block structure, recursion, storage management, formal specification of syntax and semantics, parsing, and interpreters. Prerequisite: Computer Science 262.

COMPUTER SCIENCE 321. (3)

CRYPTOGRAPHY. An introduction to both classical and modern methods of cryptography with emphasis on how classical number theory has been applied to problems of modern cryptography in recent years. Topics to include digital signatures, algorithms and protocols for public and private key cryptography, and systems for secure communications such as email. Ethical and political issues having to do with secure communications will also be discussed. Prerequisites: Computer Science 262 and Mathematics 262. Offered: fall semester of even-numbered years.

COMPUTER SCIENCE 331. (3)

COMPUTER GRAPHICS. This course covers the principles of two-dimensional and three-dimensional computer graphics, including the mathematical theory underlying those principles. Topics include the graphics pipeline, drawing basic shapes in two and three dimensions, linear transformations, meshes, clipping, shading, lighting, textures, and various graphics algorithms. Prerequisites: Computer Science 262 and Mathematics 141. Offered: fall semester of odd-numbered years.

COMPUTER SCIENCE 351. (3)

ARTIFICIAL INTELLIGENCE. A broad introduction to the field of Artificial Intelligence. Topics may be chosen from the Turing Test, expert systems, game playing, machine learning, neural networks, automated theorem proving, natural language understanding, and robotics. Programming languages for Artificial Intelligence, such as Lisp and Prolog, will also be studied. Prerequisites: Computer Science 262 and Mathematics 262. Offered: fall semester of odd-numbered years.

COMPUTER SCIENCE 361. (3)

COMPUTER ORGANIZATION. A machine-level view of computing. Topics may include computer arithmetic and data representation, assembly language programming and the assembly process, machine instruction sets, microprogramming and digital logic. Prerequisite: Computer Science 262.

Offered: fall semester.

COMPUTER SCIENCE 362. (3)

DATA STRUCTURES AND ALGORITHMS. A continuation of the study of data structures begun in Computer Science 262, with emphasis on the analysis of algorithms associated with such structures. Topics to include data structures such as stacks, queues, trees, and graphs, algorithm design strategies and complexity analysis. Prerequisites: Mathematics 262 and Computer Science 361. Offered: spring semester.

COMPUTER SCIENCE 410. (3)

OPERATING SYSTEMS. An historical study of operating systems with an emphasis on how some classical problems of concurrency such as mutual exclusion and deadlock have been solved. Additional topics to be chosen from memory management, virtual storage organization, paging, segmentation, process management and scheduling, and interrupt handling. Prerequisite: Computer Science 361. Offered: spring semester of even-numbered years.

COMPUTER SCIENCE 461. (3)

THEORY OF COMPUTING. An introduction to theoretical computer science. Abstract models of computers are used to help investigate the limitations of computing. Topics may include computability, complexity, automata, formal languages and grammars, and the Chomsky hierarchy. Prerequisite: Computer Science 362. Offered: fall semester.

COMPUTER SCIENCE 480. (3)

ADVANCED TOPICS IN COMPUTER SCIENCE. Topics may be chosen from among compiler design, symbolic computation, computational complexity, program verification and correctness, and database theory. Prerequisite: Computer Science 461 or consent of instructor. Offered: spring semester.

MODERN LANGUAGES

Associate Professors DeJong, McRae, Severin^s, S. Smith; Assistant Professors Afatsawo, Johnson; Visiting Assistant Professor Royo; Lecturers Escoria, Iglesias, Salinas, Sprouse

Chair: Jana M. DeJong

The requirements for a major in French, German, or Spanish are 30 hours in the language at the 300- and 400-level, 6 hours of which must be completed at an approved host institution in a foreign country in which the target language is spoken. The major in French must include 301-302, 305, four 400-level courses, at least one of which must be in literature, and three electives from language, culture, or literature courses at the 300- or 400-level. The major in German must include 301-302, four 400-level courses, at least one of which must be in literature, and four electives from language, culture, or literature courses at the 300- or 400-level. The major in Spanish must include 301-302, 303-304, 305 or 306, four 400-level courses, at least one of which must be in literature, and one elective from language, culture, or literature courses at the 300- or 400-level.

The requirements for a concentration in French, German, or Spanish are 18 hours in the language at the 300- and 400-level. Three to six hours of study at an approved institution in a foreign country where the language is spoken are strongly recommended. The concentration in French must include 301 or 302, 305, and one 400-level literature course. The concentration in German must include 301-302, and one 400-level literature course. The concentration in Spanish must include 301-302, 303 or 304; 305 or 306, and one 400-level literature course.

STUDY ABROAD

The Department of Modern Languages encourages and sponsors foreign study and monitors closely the standards and administration of the programs to which it entrusts its students. Approved programs offer supervision, coordination, structure, and compatible cost, and financial aid may be available for approved programs in the event of need. Credit is granted at par with other Hampden-Sydney programs: quality points for majors; hours only for non-majors, though courses overseas must be approved in advance by the department chair and be consonant with Hampden-Sydney's curricular philosophy.

THE PROFICIENCY REQUIREMENT

The foreign-language proficiency requirement is deemed met in a modern language when, in addi-

tion to an awareness of appropriate usage in specific cultural contexts, students achieve at a minimum the Intermediate level in speaking, listening comprehension, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages (ACTFL). The complete ACTFL guidelines are available from the chair of the Department of Modern Languages. A student is deemed to have achieved the Intermediate level of proficiency when he successfully completes 201-202 at Hampden-Sydney College, or in an approved foreign-study program in a country in which the target language is spoken. Or, if he places out of 202, he may satisfy the requirement by successful completion of any 300-level course in French, German, or Spanish at Hampden-Sydney College, or in an approved foreign-language program in a country in which the target language is spoken.

FRENCH

FRENCH 101-102. (3-3)

INTRODUCTION TO FRENCH. A first-year course for students who have little or no experience with the language. The goal is the mastery of the four basic skills: speaking, listening comprehension, reading, and writing. Emphasis on the use of French in the classroom. Students are encouraged to converse in French with their instructor and with each other. This course includes a significant audio component to improve listening skills. Prerequisite for 101: none; prerequisite for 102: French 101, or placement by the department. Offered: 101 in the fall semester; 102 in the spring semester.

FRENCH 105. (3)

FRENCH LANGUAGE AND CULTURE. A flexible language and culture course open to students with little or no knowledge of French. Activities such as getting and giving information, understanding instructions and directions, functioning in shops and transportation systems, and conversing politely with native speakers will develop functional competence in the language. Students will cultivate cultural competence by visiting sites of historical and cultural interest, including the Louvre, the Arc de Triomphe, and the Champs-Elysées. Fifty percent of the course will be dedicated to an examination and discussion of cultural issues and their impact on interaction with the French: the personal, the political, and the economic. The course does not fulfill credit for French 101, 102, or 201. Prerequisite: none. Offered: May Term.

FRENCH 201-202. (3-3)

INTERMEDIATE FRENCH. Review of basic French grammar and vocabulary, introduction to literary texts (201), and reading of a short novel (202). Prerequisite: French 102, or placement by the department. Offered: 201 in the fall semester; 202 in the spring semester.

FRENCH 300. (3)

GRAMMAR REVIEW AND INTRODUCTION TO THE READING OF FRENCH TEXTS. A course designed for grammar review and introduction to the analysis of short literary texts. It is designed for the student with a minimum of three or more years of high school study or the student who has completed French 202 and is interested in a concentration or major in French. Readings, essays, and discussion in French will be required. The course will fulfill the language requirement and count toward a major or concentration. Prerequisites: French 201-202, or placement by the department.

FRENCH 301-302. (3-3)

MASTERPIECES OF FRENCH LITERATURE. A survey of French literature from its medieval origins to the present. Excerpts from major texts are read and discussed in class, with an emphasis on literary genres and principal ideas. Short papers, a research paper, and oral presentations are required. Prerequisites: French 201-202, or placement by the department.

FRENCH 305 (3)

ADVANCED COMPOSITION & CONVERSATION. A course in spoken French and in writing skills. Compositions and classroom discussions based on a variety of topics: may include readings in literary texts, newspaper and magazine articles, movies. Continued vocabulary building and grammar review. A course designed to develop and improve speaking and writing skills for more advanced course work. Required for the major and the concentration.

FRENCH 401. (3)

FRENCH THEATER. A survey of French drama from medieval religious plays to works of the 20th century. Reading of representative plays from major movements. Short papers, a research paper, and oral presentations are required. Prerequisites: French 301-302.

FRENCH 403. (3)

FRENCH POETRY. A study of French poetical forms from the Middle Ages to the 20th Century.

Examination of representative poems from major poetic movements in France. Short papers, a research paper, and oral presentations are required. Prerequisites: French 301-302.

FRENCH 404. (3)

FRENCH NOVEL. Reading of major French novels from early texts to the *Nouveau Roman*. Study of authors and movements. Short papers, a research paper, and oral presentations are required. Prerequisites: French 301-302.

FRENCH 405. (3)

FRANCOPHONE LITERATURE. Introduction to all genres of Francophone literature from Canada, the Caribbean countries, Indochina, and Africa. Short papers, a research paper, and oral presentations are required. Prerequisites: French 301-302.

FRENCH 408 (3)

FRENCH FILM. A study of French cinema, beginning with the first films of the Lumière brothers through the Nouvelle Vague innovations and culminating in the works of contemporary directors. Emphasized will be the art of the genre as well as how these films depict and reflect French culture, both past and present. Extensive readings on film analysis and culture, weekly film viewing. Requirements: Weekly reaction papers, Mid-term exam, oral presentation, final paper. In French. Prerequisite: French 301, 302, or 305.

FRENCH 410 (3)

TOPICS IN CONTEMPORARY FRENCH CULTURE. Students will study aspects of modern French culture and civilization. They will be required to master selected readings as well as to choose an independent research project for which they will conduct "field research" in France. They will be required to present weekly oral and written progress reports on their projects. Each student will prepare a 7-10 page analysis of his findings in French. This course counts towards the major. Prerequisite: French 202, equivalent, or permission of the instructor. Offered: May term.

GERMAN**GERMAN 101-102. (3-3)**

INTRODUCTION TO GERMAN. A first-year course for students who have little or no experience with the language. The goal is the mastery of the four basic skills: speaking, listening comprehension, reading, and writing. Emphasis on the use of German in the classroom. Students are encouraged to converse in German with their

instructor and with each other. Prerequisite for 101: none; prerequisite for 102: German 101, or placement by the department. Offered: 101 in the fall semester; 102 in the spring semester.

GERMAN 201-202. (3-3)

INTERMEDIATE GERMAN. A review of grammar. Oral practice based on readings from various types of material. Elements of composition. Students perform plays and report on individual outside reading. Laboratory. Formal essays in German. Prerequisite for 201: German 102, or placement by the department. Prerequisite for 202: German 201. Offered: 201 in the fall semester; 202 in the spring semester.

GERMAN 301-302. (3-3)

SURVEY OF GERMAN LITERATURE. The history of German literature from the beginnings to our day, with reading of selected poetry, prose, and drama from the Middle Ages to the twentieth century. Term reports on extensive parallel reading. Prerequisites: 201-202 or equivalent. Required for the major and the concentration.

GERMAN 303. (3)

GERMAN CULTURE THROUGH FILM. This course examines various aspects of German society and culture—from the Twenties until the post-unification present—through the medium of film. Topics include Germany in the Weimar Republic and the Third Reich; the emergence of a post-war German identity; Germany in the Cold War, coming to terms with the Nazi past; the changing faces of Berlin; and more current socio-cultural developments within Germany. Both full-length films and film excerpts are shown to inspire critical discussion and to introduce students to some of the important issues that define modern Germany. Oral and written work in German only. Prerequisites: German 201-202, or placement by the department. Fulfills the foreign-language core requirement. Offered: Fall semester of even-numbered years.

GERMAN 401. (3)

GERMAN THEATER. Survey of German drama from medieval *Fastnachtspiel* and *Volksspiel* to the *Absurde* through the *Burgersatire* and *Hörspiele*, in thematic presentation, through theory and criticism. Extensive reading. Prerequisites: 301-302. Offered: fall semester of even-numbered years.

GERMAN 402. (3)

ADVANCED GERMAN COMPOSITION.

Intensive grammar review in conjunction with preparation of difficult texts, exploring a novel theme or particular dimension of German literature; vocabulary acquisition and stylistics incorporated in the program. Stylistic approach. Prerequisites: German 301-302. Offered: spring semester of odd-numbered years.

GERMAN 403. (3)

GERMAN POETRY. Survey of German poetic forms from Middle Ages to *Symbolismus*; *Spruchdichtung*, *Ballade*, and *Klassische Poesie* through *Dichtungstheorie*. Extensive reading. Analysis of thematic and metrical variations. Prerequisites: German 301-302. Offered: fall semester of odd-numbered years.

GERMAN 404. (3)

GERMAN NOVEL. Seminar course conducted through intensive study of authors and movements; biographic, bibliographic, and critical sources, from the elaboration of early *Erzählliteratur* through the *Roman zwischen Tradition und Wandlung* and *Die Geschichtserzählung*. Extensive reading. Prerequisites: German 301-302. Offered: spring semester of even-numbered years.

SPANISH

SPANISH 101-102. (3-3)

INTRODUCTION TO SPANISH. A first-year course for students who have little or no experience with the language. Development of the four basic skills: speaking, listening comprehension, reading, and writing. Emphasis on the use of Spanish in the classroom. Prerequisite for 101: none; prerequisite for 102: Spanish 101, or placement by the department. Both courses are offered each semester.

SPANISH 103. (4)

INTENSIVE BEGINNING SPANISH. This course is intended for entering students who have at least three years of Spanish experience in high school, but who do not have sufficient proficiency for successful completion of 201-202. The course reviews the material covered in Spanish 101-102 in one intensive semester. Students develop their proficiency in four basic language skills: speaking, listening comprehension, reading, and writing. Emphasis is on the use of Spanish in the classroom. Prerequisite: three years of Spanish language study, or placement by the department. Offered: fall semester.

SPANISH 201 (3)

INTERMEDIATE SPANISH I. A continuation of the 101-102 sequence. Continued development of the four basic skills: speaking, listening comprehension, reading, and writing. Emphasis on the use of Spanish in the classroom. Prerequisite: 102, 103, or placement by the department. Offered: each semester.

SPANISH 202 (3)

INTERMEDIATE SPANISH II. Emphasis on the productive skills of speaking and writing with a general grammar review. Continued practice in reading of authentic Hispanic texts, both popular and literary. Several oral presentations are required. Prerequisite: 201. Offered: each semester.

SPANISH 301-302. (3-3)

INTRODUCTION TO HISPANIC LITERATURE. An introduction to Peninsular (301) and Latin American (302) literature and literary analysis. Students read representative pieces of prose, poetry, and drama. In oral and written work students practice analytical techniques. Class discussion and readings in Spanish only. Prerequisites: Spanish 201-202, or placement by the department. Either course fulfills the foreign-language core requirement. Offered: 301 in the fall semester, 302 in the spring semester.

SPANISH 303. (3)

CULTURE AND CIVILIZATION OF SPAIN. An introduction to the history and culture of Spain through visual, oral, literary, and journalistic sources. Oral and written work in Spanish only. Fulfills the foreign-language core requirement. Prerequisites: Spanish 201-202, or placement by the department.

SPANISH 304 (3)

CULTURE AND CIVILIZATION OF LATIN AMERICA. An introduction to the history and culture of Latin America through visual, oral, literary, and journalistic sources. Oral and written work in Spanish only. Fulfills the foreign-language core requirement. Prerequisites: Spanish 201-202, or placement by the department. Offered: spring semester.

SPANISH 305 (3)

ADVANCED CONVERSATION AND GRAMMAR REVIEW. A course designed to develop and improve speaking skills for more advanced course work. Classroom discussions are based on a variety of topics culled from literary texts, newspaper and magazine articles, or material

from other media. Students will perform a variety of oral communicative tasks, including presentations, debates, and conversation. Continued vocabulary building and grammar structures which are inherent to specific types of oral communication will be reviewed so that students may strive for more sophisticated and correct linguistic expression. Prerequisites: Spanish 201-202, or placement by the department. Fulfills the foreign-language core requirement. Offered: fall semester.

SPANISH 306. (3)

ADVANCED COMPOSITION AND GRAMMAR REVIEW. A Course designed to develop and improve writing skills for more advanced course work. Compositions will be based on a variety of topics culled from literary texts, newspaper and magazine articles, or material from other media. Students will learn basic elements of composition, such as the development of a thesis with supporting paragraphs and the use of appropriate citations. In addition to compositions, the course may include the art of letter writing and creative writing. Vocabulary building and grammar structures which are inherent to specific types of written expression will be reviewed so that students may strive for more sophisticated and correct linguistic expression. Prerequisites: Spanish 201-202, or placement by the department. Fulfills the foreign-language core requirement. Offered: spring semester.

SPANISH 307. (3)

SPANISH FOR PUBLIC AFFAIRS. This course introduces students to the language and culture of practices in government, companies, and institutions in the Hispanic World. Emphasis is placed on improving the four language skills (listening, speaking, reading, and writing) and on underscoring and explaining the differences in the conduct of public affairs in Hispanic cultures. There is extensive use of realia, such as the Hispanic press, internet, and interactive web sites. Lectures and oral and written student performance will be in Spanish. Prerequisite: Spanish 202, or placement by the department. Offered: spring semester.

SPANISH 310. (3)

LATIN-AMERICAN LITERATURE IN TRANSLATION. An in-depth study of major Latin-American writers. Readings will come from mostly the twentieth century and may include poetry, essay, short story, or novel. The course will emphasize the historical and cultural context for the readings in order to consider the national, as

well as the international, significance and appeal of representative writers from a variety of Latin-American countries. Readings, class discussions, papers, and oral presentations will be in English. This course does not count towards the major or concentration in Modern Languages. Prerequisite: none. Offered: on sufficient demand.

Courses at the 400-level in Spanish are offered on sufficient demand.

SPANISH 401. (3)

LATIN-AMERICAN NARRATIVE. A seminar course which examines the precursors and principal authors of the “Boom,” a reference to the sudden international critical acclaim and popularity of Latin-American literature in the mid-twentieth century. Readings include short fiction and novels by Jorge Luis Borges, Julio Cortázar, and Gabriel García Márquez, among others. The seminar also addresses the post-boom culture which has taken García Márquez’s mythical Latin-American village Macondo and turned it into a more globalized McOndo. Readings and discussions in Spanish. Prerequisite: Spanish 302.

SPANISH 402. (3)

LATIN-AMERICAN POETRY. A seminar in the evolution of verse forms in Latin-American literature. Lectures and texts, oral and written student performance in Spanish only. Considerable reading. Prerequisite: Spanish 302.

SPANISH 403. (3)

PENINSULAR GENRES BEFORE THE 18TH CENTURY. A seminar course dealing generically with basic formulas in Hispanic literature until the death of Quevedo, beginning with the Hispano-Judeo-Arabic *Jarchas*, and including the theater of Lope de Vega and the novel of the *pícaro*. Considerable reading. Lectures and texts, oral and written student performance in Spanish only. Prerequisite: Spanish 301.

SPANISH 404. (3)

PENINSULAR GENRES OF THE MODERN AGE. A seminar course to complement Spanish 403, continuing to synthesize Hispanic literary modes through the *Ilustración*, the *Afrancesados*, the subsequent eruption of *romanticismo* and into the contemporary period of García Lorca, Camilo José Cela, and Ana María Matute. Considerable reading. Lectures and texts, oral and written student performance in Spanish only. Prerequisite: Spanish 301.

SPANISH 405. (3)

TWENTIETH-CENTURY LATIN AMERICAN THEATER. A seminar introducing students to the development of twentieth-century Latin American theater. Representative plays of national, vanguard, and contemporary theater. Class discussions and oral and written student performances in Spanish only. Prerequisite: Spanish 302.

SPANISH 407. (3)

THE NOVEL IN THE GOLDEN AGE. This course encourages close reading and textual criticism of prose authors of the *Siglo de oro*, in particular Cervantes. Extensive reading. Lectures and reading, oral and written student performance in Spanish only. Prerequisite: Spanish 301.

SPANISH 408. (3)

THEATRE OF THE GOLDEN AGE. The course encourages close reading and textual criticism of the *teatro nacional* of Spain, in particular the works of Lope de Vega, Calderón, and their epigones. Considerable reading. Lectures and reading, oral and written student performance in Spanish only. Prerequisite: Spanish 301.

SPANISH 409. (3)

SPANISH-ENGLISH TRANSLATION. An introduction to the tools and mechanisms of translations from Spanish into English. Includes investigation of style, word usage, synonyms, and idiomatic expressions. Exercises include translation of popular media and literature. A final lengthy translation project is required. Prerequisite: Spanish 305 or 306.

SPANISH 410. (3)

HISTORY OF THE SPANISH LANGUAGE. This course traces the development of contemporary Spanish from Classical Latin through the various Spanish dialects spoken today in Spain and Latin America. It also serves as an introduction to the terminology and techniques of historical linguistics. Prerequisite: Spanish 305 or 306.

SPANISH 411. (3)

CONTEMPORARY ISSUES IN SPANISH SOCIETY. This advanced course complements the May Term study-abroad experience in Spain for students majoring or concentrating in Spanish. Students focus on raising cultural awareness and further developing analytical and discussion skills through the study of contemporary issues in society. Students read newspapers, watch selected programs on television (e.g., newscasts, debates,

or documentaries), listen to educational radio programs, and attend public lectures. These activities provide the information and vocabulary necessary for discussion of issues of social significance. Classes are conducted in Spanish, and discussions are carefully directed for clear and correct expression of ideas and optimal oral practice. Students demonstrate their understanding of the issues through oral presentations, brief papers, and a final written or oral project. Prerequisite: Spanish 303. Offered: May Term.

Independent study courses numbered 485-490-495 in French, German, or Spanish only may be developed between faculty members and students to examine specific topics, periods, areas, styles, images, themes, or authors not treated in other offerings. Such courses may be taken only by language majors, however, and then only by students holding a grade-point average of at least 3.0. Determination and approval lie with department chair.

PHILOSOPHY

Professor P. Wilson; Associate Professor Janowski; Assistant Professor Hight; Lecturer Schickel

Chair: James D. Janowski

The requirements for a Philosophy major are Philosophy 102, 201, 301, 302 or 303, 304 or 305, 412, 413, and an additional 9 hours in the discipline (30 total hours). Interdisciplinary majors involving philosophy may be developed and pursued with the approval of the departments concerned.

For more information about the department, see its web page.

PHILOSOPHY 102. (3)

INTRODUCTION TO PHILOSOPHY. An introduction to philosophical thinking and argument by consideration of specific philosophical problems, such as the existence of God, the meaning of life, the nature of knowledge, the relationship between mind and body, and the nature of morality. Prerequisite: none. Offered: each semester.

PHILOSOPHY 201. (3)

LOGIC. An introduction to the skills and practice of critical reasoning, including argument analysis and some formal logic. Prerequisite: none. Offered: each semester.

PHILOSOPHY 301 (3)

ANCIENT AND MEDIEVAL PHILOSOPHY. A study of philosophical classics from the early Greeks through the medieval period, typically with an emphasis on the thought of Plato and Aristotle. Prerequisite: none. Offered: fall semester.

PHILOSOPHY 302. (3)

MODERN PHILOSOPHY: RATIONALISTS. A study of philosophical classics in the Rationalist tradition, typically emphasizing Descartes, Spinoza, Malebranche, and Leibniz. Prerequisite: none. Offered: spring semester of even-numbered years.

PHILOSOPHY 303. (3)

MODERN PHILOSOPHY: EMPIRICISTS AND KANT. A study of philosophical classics in the Empiricist tradition (typically emphasizing Locke, Berkeley, and Hume) and Kant's reaction to that tradition. Prerequisite: none. Offered: spring semester of odd-numbered years.

PHILOSOPHY 304. (3)

NINETEENTH-CENTURY PHILOSOPHY. A study of European philosophy in the nineteenth century that may include movements such as idealism, materialism, and existentialism and thinkers such as Hegel, Schopenhauer, Marx, Kierkegaard, Nietzsche, and Mill. Prerequisite: one course in Philosophy, or consent of instructor. Offered: fall semester of even-numbered years.

PHILOSOPHY 305. (3)

TWENTIETH-CENTURY PHILOSOPHY. A study of central themes in twentieth-century philosophy that may include topics such as early philosophy of language, pragmatism, ordinary-language philosophy, continental convergences with analytic philosophy, ethics, social philosophy, philosophy of mind, metaphysics, epistemology, etc. Prerequisite: one course in Philosophy, or consent of instructor. Offered: fall semester of odd-numbered years.

PHILOSOPHY 312. (3)

PHILOSOPHY OF SCIENCE. A consideration of the aims, methods, social dimensions, and limits of science, including the relationship of empirical data to laws, models, theories, and explanation. Prerequisite: one course in Philosophy. Offered: fall semesters in alternation with Philosophy 313.

PHILOSOPHY 313. (3)

SCIENCE AND RELIGION. A seminar on the philosophical and religious implications of the Big Bang and biological evolution. Topics for discussion include cosmological arguments for and against God's existence, divine foreknowledge, the concept of design, evolutionary accounts of consciousness and morality, theistic and naturalistic methodologies, and the limits of explanation. Prerequisite: one course in Philosophy. Offered: fall semesters in alternation with Philosophy 312.

PHILOSOPHY 314. (3)

ETHICS. An examination of some of the major issues and theories in philosophical ethics. Topics for discussion include the nature and ground of morality, human nature, reason, sentiment, virtue, happiness, the criteria of morally rightful action, and the scope of moral obligation. Prerequisite: one course in Philosophy, or consent of instructor. Offered: fall semester.

PHILOSOPHY 316. (3)

SOCIAL PHILOSOPHY. An exploration of various conceptions of justice and the ideally good society.

Topics for discussion include distributive justice, rights, needs, desert, economic efficiency, the relation between the individual and community, and the authority of the state. Although the approach to these topics is primarily theoretical, practical issues such as affirmative action, inheritance, and taxation will be discussed against the backdrop of theory as appropriate. Prerequisite: one course in Philosophy, or consent of instructor. Offered: spring semester.

PHILOSOPHY 317. (3)

PHILOSOPHY OF RELIGION. A study of the major issues and figures in contemporary reflection on religion. Prerequisite: one course in Philosophy. Offered: spring semester of odd-numbered years.

PHILOSOPHY 412-413. (3-3)

JUNIOR/SENIOR SEMINAR. A capstone sequence, required for junior and senior philosophy majors, which will usually focus on an individual philosopher or issue in some depth. The course will involve seminar discussions and philosophical research. Prerequisite: major in philosophy, or consent of instructor. Offered: 412 in the spring semester of even-numbered years; 413 in the spring semester of odd-numbered years.

PHYSICS AND ASTRONOMY

*Professor Cheyne; Associate Professor McDermott;
Assistant Professors Bloom, Keohane, Thurman*

Chair: Stanley A. Cheyne

The Department of Physics and Astronomy offers degree tracks leading to a B.S. in Physics or a B.S. in Applied Computational Physics.

The B.S. in Physics requires completion of 33 hours and must include the following courses: Physics 131, 132, 151, 152, 211, 212, 251, 252, 311, and one of the following: Physics 103, 104, 220, or 222. Three additional hours at the 200-level or above are also required.

The B.S. in Applied Computational Physics requires the completion of 35 hours and must include the following courses: Physics 103, 131, 132, 151, 152, 211, 220, 251, 252, and 311; and Computer Science 261, 262, and 361.

For more information about the department, see its web page.

ASTRONOMY

ASTRONOMY 110. (3)

INTRODUCTION TO ASTRONOMY. An examination of astronomy: its methods and history, and the origin and development of the solar system, the galaxy, and the universe. Prerequisite: none. Corequisite: Astronomy 151. Offered: each semester.

ASTRONOMY 125. (3)

LIFE IN THE UNIVERSE. This course concentrates on the astronomical and biological conditions which have made possible the development of life on Earth. Our knowledge of the cosmos is critically examined to estimate the probabilities for life to arise elsewhere. Methods of searching for intelligent extraterrestrial life are reviewed. This is a one-semester course intended for the non-physical-science major. Prerequisite: none. Offered: on sufficient demand.

ASTRONOMY 210. (3)

OBSERVATIONAL ASTRONOMY. A comprehensive introduction to observational astronomy, the course begins with the study of the greatest observations of the 20th century, followed by modern data analysis techniques on both space-based and ground-based data sets. The students have full

access to the College telescope, as well as access to shared observing facilities. Prerequisite: none. Offered: spring semester of even-numbered years.

ASTRONOMY 325. (3)

ASTROPHYSICS. The study of the physics of astronomical processes in order to understand what we can learn from the radiations observed from astronomical objects. Detectors and detection techniques are also examined. Prerequisites: Physics 132 and Mathematics 142. Offered: on sufficient demand

PHYSICS

PHYSICS 103. (3)

BASIC DIGITAL ELECTRONICS. A laboratory-based study of fundamental electronic concepts, digital logic, and microcomputer circuitry. Prerequisite: none. Offered: fall semester.

PHYSICS 104. (3)

BASIC LINEAR ELECTRONICS. A laboratory-based study of circuits employing transistors and integrated circuits. Prerequisite: none. Offered: on sufficient demand.

PHYSICS 108. (3)

METEOROLOGY. An elementary introduction to meteorology, including properties of the atmosphere and their effects on weather. Measurement of atmospheric properties, weather maps, and weather forecasting are emphasized. Prerequisite: none. Offered: spring semester.

PHYSICS 131. (3)

FUNDAMENTALS OF PHYSICS I. A calculus-based introduction to classical mechanics. Topics include linear kinematics and dynamics, work and energy, momentum, gravitation, rotational kinematics, oscillations, fluids, and mechanical and sound waves. Prerequisite or corequisite: Mathematics 141. Corequisite: Physics 151. Offered: fall semester.

PHYSICS 132. (3)

FUNDAMENTALS OF PHYSICS II. A calculus-based introduction to electromagnetism and modern physics. Electrostatics, the electric field and potential, electric current and circuits, magnetostatics, induction, light and optics, the atomic nature of matter, the structure of the atom, and the nucleus. Prerequisites: Physics 131 and Mathematics 141. Prerequisite or corequi-

site: Mathematics 142. Corequisite: Physics 152. Offered: spring semester.

PHYSICS 135. (3)

THE PHYSICS OF SOUND. The course begins with an introduction to the basic physics of sound. Additional topics include a study of musical instruments, high-fidelity audio systems, speaker design and placement, microphones, and room acoustics. Prerequisite: none. Offered: fall semester of even-numbered years.

PHYSICS 211. (3)

MECHANICS. Particle dynamics is treated with special emphasis on harmonic motion, motion in a central force field, and the two-body problem. Prerequisite: Physics 131. Offered: fall semester.

PHYSICS 212. (3)

ELECTRICITY AND MAGNETISM I. A study of electrostatics, dielectrics, and magnetostatics. Prerequisites: Physics 132 and 211. Offered: spring semester.

PHYSICS 213. (3)

ELECTRICITY AND MAGNETISM II. A study of electrodynamics, magnetodynamics, Maxwell's Equations, and electromagnetic waves. Prerequisite: Physics 212. Offered: on sufficient demand.

PHYSICS 220. (3)

COMPUTATIONAL METHODS IN PHYSICS. An introduction to the techniques of using computers to solve problems in physics. These include numerical differentiation and integration, Monte Carlo simulations, numerical modeling, and graphical presentation of data. The techniques learned will be applied to solve interesting problems in physics. Previous programming experience and computer literacy are helpful but not expected. Prerequisite: Physics 131. Offered: spring semester.

PHYSICS 301-302. (1-1)

PHYSICS SEMINAR I-II. A study of special topics, with emphasis on the preparation and oral presentation of reports. Prerequisites: Physics 131 and 132.

PHYSICS 311. (3)

MODERN PHYSICS. An introduction to modern physics, which includes a study of relativity, atoms, molecules, nuclei, waves, and spectra. Prerequisite: Physics 132. Offered: fall semester.

PHYSICS 312. (3)

QUANTUM MECHANICS. The physical foundations of the quantum theory are studied. Schroedinger's Equation is introduced and used to analyze elementary aspects of the atom. Perturbation theory, the variational method, and other approximation methods are introduced. Prerequisites: Mathematics 231 and 242; Physics 211, 212, and 311. Offered: spring semester.

PHYSICS 320. (3)

SOLID-STATE PHYSICS. An introductory course in solid-state physics and material science, with an emphasis on the applications of each topic to experimental and analytical techniques. Topics include crystallography, thermal and vibrational properties of crystals and semiconductors, metals and the band theory of solids, superconductivity, the magnetic properties of materials, and surface physics. Prerequisite: Physics 212. Offered: fall semester of even-numbered years.

PHYSICS 326. (3)

MATHEMATICAL METHODS FOR PHYSICS. Selected mathematical techniques most often used in physics are studied. Power Series, Fourier Series, linear transformations, ordinary and partial differential equations, Eigenvalues, Eigenvectors, complex variables, LeGendre Polynomials, spherical harmonics, and Bessel Functions are among the topics considered. These techniques are applied to problems in electricity and magnetism, mechanics, acoustics, and quantum mechanics. Prerequisites: Physics 131 and 132. Offered: fall semester of odd-numbered years.

PHYSICS 365. (1)

INTRODUCTION TO HONORS RESEARCH. A detailed proposal for an Honors Research project is prepared in consultation with the faculty member who supervises the research. Prerequisite: consent of the instructor.

PHYSICS 411. (3)

THERMODYNAMICS AND STATISTICAL PHYSICS. An introduction to kinetic theory and thermodynamics, with a brief survey of statistical mechanics. Prerequisite: consent of the instructor. Offered: fall semester of even-numbered years.

PHYSICS 412. (3)

WAVE PROPERTIES AND OPTICS. Geometrical and physical optics. Prerequisite: consent of the instructor. Offered: spring semester of odd years.

PHYSICS 421-422. (3-3)

THEORETICAL PHYSICS. Selected topics investigated in depth using sophisticated mathematical techniques, mostly advanced mechanics and electromagnetic field theory. Prerequisites: Physics 211 and 212, Mathematics 231 and 242, and consent of the instructor. Offered: spring semester of even-numbered years.

PHYSICS 431. (3)

SUB-ATOMIC PHYSICS. Instructor chooses from among the following topics according to the interests of the students: constituents and models of the nucleus, classification of sub-atomic particles, interactions of sub-atomic particles with matter and fields, structure of sub-atomic particles, conservation laws and symmetries, electromagnetic forces, strong and weak forces, and unification of forces. Prerequisite or corequisite: Physics 312. Offered: on sufficient demand.

LABORATORIES**ASTRONOMY****ASTRONOMY 151. (1)**

ASTRONOMY LABORATORY. Corequisite laboratory to accompany Astronomy 110. Offered: each semester.

PHYSICS**PHYSICS 151. (1)**

GENERAL PHYSICS LABORATORY I. An experimental examination of a variety of physical phenomena, along with an introduction to laboratory techniques and procedure. Corequisite: Physics 131. Offered: fall semester.

PHYSICS 152. (1)

GENERAL PHYSICS LABORATORY II. An experimental examination of a variety of physical phenomena, along with an introduction to laboratory techniques and procedure. Corequisite: Physics 132. Offered: spring semester.

PHYSICS 251. (2)

INTERMEDIATE LABORATORY I. Laboratory experiments at an intermediate level in various fields of modern and classical physics. Emphasis is placed on laboratory technique, data reduction, and error analysis. Technical writing and oral presentation of scientific results will also be stressed. Prerequisites: Physics 132 and 152, or consent of the instructor. Offered: fall semester.

PHYSICS 252. (2)

INTERMEDIATE LABORATORY II. Laboratory experiments at an intermediate level in nuclear physics and other areas of modern physics. Emphasis is placed on laboratory technique, data reduction and error analysis. Technical writing and oral presentation of scientific results will also be stressed. Prerequisite: Physics 251. Offered: spring semester.

PHYSICS 351-352. (1, 2, 3)

ADVANCED LABORATORY. A laboratory course designed to acquaint the student with the instruments used in basic physical measurements and with the design of experiments. Prerequisite: consent of the instructor. Offered: 351 in the fall semester; 352 in the spring semester.

PHYSICS 461. (3)***HONORS ADVANCED LABORATORY.***

An extended project, developed in Physics 365, conducted in collaboration with a faculty member, ordinarily resulting in publishable research. Prerequisite: consent of the instructor.

PHYSICS 462. (3)***HONORS ADVANCED LABORATORY.***

A continuation of Physics 461 for projects found suitable. Prerequisite: consent of the instructor.

POLITICAL SCIENCE

Professors Barrus, Eastby, Jones, D. E. Marion, Pontuso, S. Wilson; Assistant Professor Winborne; Visiting Assistant Professor De Luca; Lecturers Sands, C. Smith

Chair: James F. Pontuso

The requirements for a major in Political Science are a minimum of 30 semester hours in Political Science, 18 to include Political Science 101; 220; 240; 310; either 412, 413, or 414; and 470. Students studying Political Science are encouraged to take courses in Classics, Economics, History, and Philosophy. They are strongly encouraged to study abroad either through a May Term course or during a semester of foreign study, preferably in the spring semester of the junior year. Those students interested in foreign affairs or comparative politics are encouraged to undertake a concentration in a foreign language. Political Science majors should complete their mathematics requirement before the junior year.

Students may develop interdisciplinary majors within the social sciences with the approval of the departments concerned.

POLITICAL SCIENCE 101. (3)

INTRODUCTION TO AMERICAN GOVERNMENT.

GOVERNMENT. A review of the theory, institutions, and practices of the national government in the United States. The constitutional basis of the federal system, the protection of civil liberties and citizenship, and the role of the people in politics are studied with frequent references to leading Supreme Court decisions and other primary sources. Prerequisite: none. Offered: each semester.

POLITICAL SCIENCE 102. (3)

PERENNIAL ISSUES AND PROBLEMS OF THE AMERICAN REGIME. This course examines the enduring problems and issues which reflect and illuminate the distinctive character of democratic states. Among the central topics are the principles of freedom and equality, federalism, ethics and politics, representation, and the effects of the commercial spirit on republicanism. Prerequisite: none. Offered: on an occasional basis.

POLITICAL SCIENCE 103. (3)

VIRGINIA POLITICS. This course studies state government and politics, focusing on the state of Virginia. It examines the structures of government and the processes of politics in the state. It considers the historical and contemporary regime character of Virginia, that is, as a particular politi-

cal community with a particular determination of who rules and for what purposes. Prerequisite: none. Offered: fall semester of odd-numbered years.

POLITICAL SCIENCE 200. (3)

PARTIES AND ELECTIONS. An introduction to democratic politics at its most basic level. This course shows how Americans conduct themselves in their day-to-day political lives. What opinions do they hold and why do they hold them? How are those opinions expressed at the polls? Who seeks public office and how is it sought? Who gets elected and why? The course also introduces students to some of the mathematical models presently studied in the discipline of political science. Prerequisite: Political Science 101. Offered: fall semester of even-numbered years.

POLITICAL SCIENCE 210. (3)

LITERATURE AND POLITICS. This course uses great works of literature to illuminate and give concrete meaning to the fundamental issues of government and politics. Readings are taken from both classical and modern, and Western and non-Western authors. Prerequisite: none. Offered: fall semester of odd-numbered years.

POLITICAL SCIENCE 220. (3)

INTRODUCTION TO COMPARATIVE GOVERNMENT.

GOVERNMENT. An examination and comparison of ancient and modern regimes, including the ancient *polis* and modern liberal democratic and totalitarian regimes. The intent is to contrast ancient and modern political principles and forms, and show the range of alternatives available in modernity. The underlying focus is on modern liberalism: its meaning, justification, political forms, problems, and possible alternatives. Attention is given to comparison as a method of political inquiry. Prerequisite: none. Offered: spring semester.

POLITICAL SCIENCE 221. (3)

TYRANNY AND TOTALITARIANISM.

The course aims at both a practical and theoretical analysis of tyranny and the modern variant, totalitarianism. It examines various writings on tyranny, such as those of Xenophon, Aristotle, Machiavelli, and Solzhenitsyn; and considers particular tyrannical and totalitarian regimes, such as Cromwell's Protectorate, Napoleon's Consulate, Pinochet's military junta, Hitler's Nazi Germany, and Soviet Communism under Lenin and Stalin. Prerequisite: permission of the instructor. Offered: fall semester of even years.

POLITICAL SCIENCE 230. (3)

INTRODUCTION TO AMERICAN PUBLIC ADMINISTRATION. A survey of selected themes pertaining to the principles and processes of American public administration. Topics examined include the history of American public administration, the role of administrative officials in the formulation and execution of public policy, accountability and responsibility in the public sector, the politics of public budgeting, and administrative discretion and the rule of law. Prerequisite: Political Science 101. Offered: fall semester.

POLITICAL SCIENCE 231. (3)

PUBLIC POLICY. An examination of the formulation and implementation of public policy. Attention is given to competing approaches to public policy formulation as well as the relationship of public policy processes to the governance of society. Selected contemporary issues and problems are considered to illustrate how policy issues may be framed, evaluated, and implemented. Prerequisite: Political Science 101. Offered: spring semester.

POLITICAL SCIENCE 233. (3)

THE COMMON LAW. This course will introduce students to the nature and practice of law in the United States. It will look at the origins of American common law. It will examine how a common law system differs from other legal systems such as continental or code systems. Finally, the course will examine the application of law in America by detailing and evaluating the institutions, expectations, and behavioral norms of American judicial process. Prerequisite: none. Offered: fall semester.

POLITICAL SCIENCE 240-241. (3-3)

INTERNATIONAL RELATIONS. A consideration of the relations among sovereign political communities. In the first semester, the perennial issues of war and peace, along with the objectives, strategies, and instruments of foreign policy, are examined. In the second semester, the foreign policies of contemporary major powers are analyzed and compared. Prerequisite for 240: none; for 241: Political Science 240, or permission of the instructor. Offered: 240 in the fall semester; 241 on an occasional basis.

POLITICAL SCIENCE 250. (3)

RESEARCH METHODS IN POLITICAL SCIENCE. This course introduces the student to empirical methods of Political Science research,

as well as to a systematic, analytical approach to addressing questions relating to politics and political behavior. Topics include the formulation of appropriate research questions; research design; sampling; measurement; and univariate, bivariate, and multivariate statistical analysis techniques. The course is strongly recommended for those students considering graduate work in Political Science. Prerequisite: Mathematics 121, or permission of the instructor. Offered: Spring semester of even-numbered years.

POLITICAL SCIENCE 300. (3)

AMERICAN POLITICAL THOUGHT. A survey of the ideas that have shaped American political life from the 18th century to the present. Emphasis is placed on close reading and critical interpretation of the writings of such thinkers as Jefferson, Madison, Hamilton, Lincoln, and F. D. Roosevelt, as well as contemporary writers. Prerequisite: none. Offered: every third semester in rotation with Political Science 413 and 414.

POLITICAL SCIENCE 310. (3)

CLASSICAL POLITICAL PHILOSOPHY.

An examination of the works of the greatest minds of antiquity: Plato and Aristotle. Emphasis is placed on close reading and critical interpretation of selected primary texts. Prerequisite: none. Offered: fall semester.

POLITICAL SCIENCE 320. (3)

GOVERNMENT AND POLITICS OF WESTERN EUROPE. An examination of the political institutions and processes of Western Europe. Attention focuses on Great Britain, France, and the Federal Republic of Germany. The underlying theme of the course is the variety and problems of modern regimes. Prerequisite: Political Science 220, or permission of the instructor. Offered: fall semester of odd-numbered years.

POLITICAL SCIENCE 322. (3)

POLITICAL DEVELOPMENT. An analysis of the political institutions and processes of modernizing nations. Particular attention is given to the relationships between economic and social modernization and political change. Case studies are drawn from contemporary modernizing regimes. Prerequisite: Political Science 220, or permission of the instructor. Offered: fall semester of even-numbered years.

POLITICAL SCIENCE 324. (3)

GOVERNMENT AND POLITICS OF CENTRAL EUROPE. An examination of the historical and

political development of Central European nations. Special attention is given to the problems and prospects of nations emerging from communist totalitarianism. Topics include transforming economies, creating workable political institutions, reestablishing civic societies, and renewing traditional cultures. The course also focuses on the issues involved in the integration of Central European nations into the wider European community. Depending on student demand, there may be an optional trip to a Central European city (Prague, Budapest, or Krakow) during spring break. Prerequisite: Political Science 220, or permission of the instructor. Offered: spring semester of even-numbered years.

POLITICAL SCIENCE 325. (3)

POLITICS OF THE MIDDLE EAST. A survey of political issues and problems of transnational importance in the modern Middle East, as well as of the policies adopted by states of the Middle East to deal with those matters. Topics include population growth, economic development, natural resource management, the changing role of women, security, pan-Arabism, pan-Islamism, and the role of religion in public life. Because an understanding of Middle Eastern history is necessary to an understanding of the politics of the region, History 207 and 208 are strongly recommended, to be taken either prior to or at the same time as this course. Political Science 220 is also recommended. Offered: fall semester of odd-numbered years.

POLITICAL SCIENCE 326. (3)

POLITICS OF ASIA. A survey of the local, national, regional, and international politics of Asia. Japanese political development from the Tokugawa shogunate to the post-World War democratic government, along with modern Chinese politics (Mao and after), is examined. Politics of Southeast Asia and the Korean peninsula are also covered, with particular emphasis on the relationship among the nations of these areas with each other and with Japan and China. Because an understanding of Asian history is necessary to understanding the area's politics, History 205 and 206 are strongly recommended, to be taken either prior to or at the same time as this course. Political Science 220 is also recommended. Offered: Fall semester of even-numbered years.

POLITICAL SCIENCE 327. (3)

POLITICS OF LATIN AMERICA. A survey from a developmental perspective of Iberian

Latin American politics. The course focuses on factors affecting Latin American political development, such as the impact of the colonial experience, culture, political party competition, bureaucratic-authoritarianism, the global market, religion, regional cooperation, and popular movements. Because an understanding of Latin American history is necessary to understanding its politics, History 209 and 210 are strongly recommended, to be taken either prior to or at the same time as this course. Political Science 220 is also recommended. Offered: Spring semester of even-numbered years.

POLITICAL SCIENCE 332. (3)

THE PRESIDENCY. An analysis of the American executive. Special attention is paid to the creation of the American presidency, the historical development of the president's powers, and the role the office plays within the constitutional system. Students are expected to give class presentations on topics of continuing interest. Prerequisite: Political Science 101. Offered: spring semester of odd-numbered years.

POLITICAL SCIENCE 333. (3)

THE AMERICAN LEGISLATURE. An investigation and evaluation of Congress. Special attention is paid to the creation of the legislative branch and the development of its powers, its organization, and its effectiveness. Prerequisite: Political Science 101. Offered: spring semester of even-numbered years.

POLITICAL SCIENCE 340. (3)

AMERICAN FOREIGN POLICY. An analysis of the formulation and implementation of foreign policy in the United States. Topics include the relationship between regime principles and foreign policy, the Constitution and foreign policy, the institutions involved in policy-making, the decision-making process, and the role of interest groups and public opinion. Prerequisite: Political Science 101 or 240, or permission of the instructor. Offered: fall semester.

POLITICAL SCIENCE 342. (3)

THE CONSTITUTION AND FOREIGN AFFAIRS. This course examines the constitutional and legal issues involved in the conduct of foreign affairs by the government of the United States. Topics include foreign affairs in the American tradition of political thought; the role of foreign affairs in the framing of the Constitution; the nature of the foreign affairs power under the Constitution; the role of the states in foreign rela-

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tions; the foreign affairs powers of the President, Congress, and the federal courts; individual rights and the conduct of war; and the relationship between American municipal law and international law. Readings are drawn from the speeches and writings of American presidents and other political leaders, statutes, Supreme Court cases, and U.S. Treaties and Executive Agreements. Prerequisite: Political Science 101 or 240, or permission of the instructor.

POLITICAL SCIENCE 412. (3)

MEDIEVAL POLITICAL PHILOSOPHY.

This course studies the political consequences of the confrontation between revealed religion and scientific rationalism that is at the core of Western culture, through an examination of the works of medieval Islamic, Jewish, and Christian political philosophers. Readings are from Alfarabi, Averroës, Maimonides, Albo, Aquinas, Dante, Marsilius, and others. Prerequisite: Political Science 310. Offered: spring semester of odd-numbered years.

POLITICAL SCIENCE 413. (3)

EARLY MODERN POLITICAL PHILOSOPHY.

An examination of the ideas of Machiavelli, Hobbes, Locke, and Rousseau. Emphasis is placed on close reading and critical interpretation of selected primary texts. Prerequisite: none. Offered: every third semester in rotation with Political Science 300 and 414.

POLITICAL SCIENCE 414. (3)

MODERN POLITICAL PHILOSOPHY.

A critical examination of Kant, Burke, Mill, Marx, and Nietzsche. Emphasis is placed on close reading and interpretation of selected primary texts. Prerequisite: none. Offered: every third semester in rotation with Political Science 300 and 413.

POLITICAL SCIENCE 430-431. (3-3)

AMERICAN CONSTITUTIONAL LAW.

This course examines the major provisions of the American Constitution and their development through judicial interpretation. The first semester considers the nature of the judicial process, the constitutional powers of the separate departments, and the place of the states in the federal system. The second semester examines civil rights and liberties as protected by the original Constitution, the Bill of Rights, and the Fourteenth Amendment. Prerequisite: Political Science 101. Offered: 430 in the fall semester; 431 in the spring semester.

POLITICAL SCIENCE 440. (3)

INTERNATIONAL LAW. A study of the legal and organizational structure of the international system and of the processes and forms of international order. Prerequisite: Political Science 240, or permission of the instructor. Offered: spring semester of odd-numbered years.

POLITICAL SCIENCE 442. (3)

ISSUES OF AMERICAN NATIONAL SECURITY.

A selective analysis of foreign policy and national security problems and threats facing the United States. Special attention is given to a review of the formulation of American foreign policy and its implementation. Consideration is also given to responses to American foreign policy by other nation states. Prerequisite: permission of the instructor. Offered: spring semester.

POLITICAL SCIENCE 443. (3)

INTERNATIONAL ORGANIZATION.

This course examines the process of development of international organization. It focuses on the United Nations system as an example of this process, examining its political foundations, its contemporary problems, and its future prospects. The intent is to put the process of international organization development in a coherent historical and theoretical perspective. Prerequisite: Political Science 240 or 340. Offered: spring semester of odd-numbered years.

POLITICAL SCIENCE 470. (3)

SENIOR SEMINAR AND THESIS. In the senior year, Political Science majors write a thesis-length paper on a topic relating to government or foreign affairs. Under the supervision of the seminar's instructor, students choose a topic, undertake substantial research on the issue, and write a thirty-page paper. Seminar sessions are devoted to defining topics, organizing research, discussing problems in research and writing, and giving oral presentations based on work in progress. Political Science majors should plan to be in residence at the College in the fall semester of their senior year when this course is offered. Prerequisite: senior status. Offered: fall semester.

PSYCHOLOGY

Professors Herdegen, Mossler, D. Weese; Assistant Professor Vitale; Visiting Assistant Professor Epting; Lecturer Henderson

Chair: G. Daniel Weese

The requirements for a major in Psychology are 11 courses and 3 laboratories in Psychology, including Psychology 101, 102, 210, 211/251, 401, and 402. In addition, students must take either Psychology 301/351 or 312/352, and either Psychology 304/354 or 315/355. (Although the lecture courses may be taken without the lab sections, the lab sections must be taken at the same time as the corresponding lecture courses.) Electives in Psychology may be chosen from the 200-, 300-, and 400-level departmental offerings. Up to two Sociology courses may be used as Psychology electives. Students are encouraged to complete Psychology 210 and 211 during the sophomore year, and 211 must be completed before the end of the junior year. Students also are strongly encouraged to take at least one 300-level laboratory course before the end of the junior year.

A student may not take Psychology 102 if previously he has completed a comprehensive, one-semester, introductory-level course in Psychology.

Students may develop interdisciplinary majors within the social and natural sciences with the approval of the departments concerned.

A student who completes the requirements for the major in Psychology and also completes Sociology 201 plus three other courses in Sociology may have entered on his transcript, "Major in Psychology and a Concentration in Sociology."

Students seeking admission to graduate study in Psychology are encouraged to take more than the required number of courses in Psychology and to choose their electives from Sociology or Biology.

PSYCHOLOGY 101. (3)

PSYCHOLOGY AS A NATURAL SCIENCE.

Survey of research areas which rely on the experiment for data acquisition (learning, memory, cognition, physiology, sensation and perception, motivation). Examination of the evidence pertaining to important concepts, issues, and topics in those areas of psychology, application of that knowledge in solving individual and societal problems, and the relevance of psychology to everyday life. Prerequisite: none. Offered: each semester.

PSYCHOLOGY 102. (3)

PSYCHOLOGY AS A SOCIAL SCIENCE.

Survey of research areas which chiefly employ case studies, surveys, and correlational methods (developmental, intelligence, personality, abnormal, psychotherapy, social). Examination of the evidence pertaining to important concepts, issues, and topics in those areas of psychology, application of that knowledge in solving individual and societal problems, and the relevance of psychology to everyday life. Prerequisite: none. Offered: each semester.

PSYCHOLOGY 202. (3)

COGNITIVE PSYCHOLOGY. This course focuses on the study of human memory and mental processes. The information-processing approach is presented and described in some detail. A variety of mental activities are covered, including attention, perception, remembering, using language, reasoning, and problem-solving. Special attention is paid to the application of current research in cognitive psychology to real-life situations. Prerequisite: Psychology 101 or 102. Offered: fall semester of alternate years.

PSYCHOLOGY 205. (3)

MOTIVATION. An examination of factors responsible for the instigation, continuation, and cessation of human and animal behavior. Topics include physiological mechanisms of motivation, instinct, acquired motives, the relationship between motivation and learning, emotion, and complex forms of motivation (e.g., achievement, social influence). Prerequisite: Psychology 101 or 102. Offered: fall semester.

PSYCHOLOGY 206. (3)

SOCIAL PSYCHOLOGY. The analysis of social motivation, attitude formation and change, group structure and processes, interpersonal perception and attraction, and the psychological impact of the environment. Prerequisite: Psychology 101 or 102. Offered: alternate years.

PSYCHOLOGY 207. (3)

DRUGS AND BEHAVIOR. The systematic study of the effects of drugs on behavior, cognitive functioning, and emotions; the interaction of a drug with the nervous system; the biological and psychological makeup of the individual; and the social and physical environment as the determinant of the drug experience. Prerequisite: Psychology 101. Offered: spring semester of alternate years.

PSYCHOLOGY 210. (3)

QUANTITATIVE METHODS. An introduction to statistics and methodology employed in psychology and sociology. Both descriptive and inferential techniques are discussed, including non-parametric tests of significance and simple correlation. Fundamental dimensions of social research, structuring of the data-collection process, and forms of data collection are emphasized. Not open to seniors except with permission of the instructor. Prerequisite: Psychology 101 or 102. Offered: fall semester.

PSYCHOLOGY 211. (3)

RESEARCH METHODS. An introduction to the basic techniques, methods, and issues in psychological research, with particular emphasis on the experimental method. Topics to be addressed include design and planning of experiments, control of variables in research, behavioral measurement, subject selection, implementation of experiments, data analysis and evaluation, presentation of research results, and ethical issues in psychological research. Prerequisites: Psychology 101 or 102, and 210. Corequisite: Psychology 251. Offered: spring semester.

PSYCHOLOGY 251. (1)

LABORATORY PRINCIPLES IN PSYCHOLOGY. Laboratory exercises involving application of principles and methods of research in psychology. Corequisite: Psychology 211. Offered: spring semester.

PSYCHOLOGY 301. (3)

PHYSIOLOGICAL PSYCHOLOGY. The role of the nervous system in the control of behavior. An examination of neurophysiology, neurochemistry, neuropharmacology, and neuroanatomy and their relation to motivation, learning and memory, cognition, and mental disorders. Prerequisite: Psychology 101 or Biology 110; recommended: Psychology 210 and 351. Offered: fall semester.

PSYCHOLOGY 304. (3)

PSYCHOLOGY OF PERSONALITY. Theoretical approaches and research relevant to the study of personality. Psychoanalytic, trait, field, self, and learning approaches are compared and evaluated. Prerequisite: Psychology 101 or 102; recommended: Psychology 210 and 354. Offered: fall semester.

PSYCHOLOGY 309. (3)

ABNORMAL PSYCHOLOGY. An overview of

emotional, behavioral, and cognitive conditions which are considered sufficiently stressful, dysfunctional, unusual, or bizarre to require treatment by mental-health professionals. Included in each major category defined by psychiatry's diagnostic manual are a description of symptoms, typical antecedent life stresses, correlates in childhood developmental patterns, and physiological, neurological, and temperamental concomitants. Theory and research concerning causes and common therapeutic approaches are reviewed. Prerequisite: Psychology 101 or 102. Offered: spring semester.

PSYCHOLOGY 310. (3)

INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY. Application of psychological principles to problems in business and industry, and to management. Addresses such topics as personnel selection and organizational theory. Prerequisite: Psychology 101 or 102. Offered: as staffing permits.

PSYCHOLOGY 312. (3)

LEARNING. The theoretical and empirical study of the acquisition, modification, and retention of human and animal behavior. Topics to be addressed include conditioning and instrumental learning, mechanisms of reinforcement, verbal and language learning, memory and forgetting, and the application of principles of learning and memory. Prerequisite: Psychology 101; recommended: Psychology 210, 211, and 251. Offered: spring semester.

PSYCHOLOGY 313. (3)

SENSATION AND PERCEPTION. An examination of sensory systems and perceptual processes. The senses are considered in terms of their respective physical stimuli, receptor systems, neural structures, and psychophysical data. Topics in perception include attention, feature detection, depth perception, perceptual organization, and perceptual illusions. Prerequisite: Psychology 101 or 102. Offered: spring semester of alternate years.

PSYCHOLOGY 315. (3)

DEVELOPMENTAL PSYCHOLOGY. Normal development of the human individual beginning with the prenatal period and with a special emphasis on childhood and adolescence. Developmental change and crises in middle life and old age are described in less detail. Prerequisite: Psychology 102; recommended: Psychology 210, 211, and 251. Offered: spring semester.

PSYCHOLOGY 319. (3)

THE PSYCHOLOGY OF LAW. This course deals with the relationship between psychology and the legal process. Psychological abnormality and the criminal and civil law; the psychology of jury selection and deliberation; the validity of eyewitness testimony; the nature and treatment of criminal offenders; and the psychology of lawyering, negotiation, and conflict-resolution are among its concerns. Some attention is given to the psychological assumptions that underlie the common law and to the empirical investigation of their validity. Prerequisite: Psychology 101 or 102. Offered: as staffing permits.

PSYCHOLOGY 320. (3)

PSYCHOTHERAPY. A study of clinical methods, treatment approaches, and problems; the clinician and research. Prerequisites: Psychology 101, 102, and 304 or 309. Offered: alternate years.

PSYCHOLOGY 351. (1)

LABORATORY IN PHYSIOLOGICAL PSYCHOLOGY. Application of laboratory techniques in physiological research, including dissection, anesthesia, surgery, lesioning, behavioral testing, and histology. Corequisite: Psychology 301. Offered: fall semester.

PSYCHOLOGY 352. (1)

LABORATORY FOR LEARNING. Applications of principles of classical and operant conditioning, observational learning, human learning, and memory in laboratory exercises and experiments. Corequisite: Psychology 312. Offered: spring semester.

PSYCHOLOGY 354. (1)

LABORATORY FOR PERSONALITY. Exercises involving development and use of instruments to measure personality constructs and types, and the evaluation of those instruments. Corequisite: Psychology 304. Offered: fall semester.

PSYCHOLOGY 355. (1)

LABORATORY FOR DEVELOPMENTAL PSYCHOLOGY. Exercises utilizing various research methods involved in the study of developmental processes, such as observational techniques and cross-sectional and longitudinal studies. Corequisite: Psychology 315. Offered: spring semester.

PSYCHOLOGY 401-402. (3-3)

SENIOR SEMINAR I-II. These two courses compose the capstone experience for senior majors

in Psychology. In 401 each student works individually with a member of the Psychology faculty serving as a thesis advisor to select a topic for his senior thesis, conduct a thorough review of the professional literature on that topic, and develop a proposal for an empirical research study to examine the topic. Alternatively, a student may propose an internship experience in place of the empirical study. In 402 the student performs actual data collection as described in his research proposal (or completes the internship experience), writes a senior thesis based on that research, and gives a public oral presentation on the thesis. In addition to collecting data, students meet as a group to address current issues and trends in the field with presentations and discussions led by different members of the Psychology faculty. (Students who are on schedule to complete their course work in December still must take these courses in sequence: 401 must be taken in the fall semester and 402 in the spring semester of the last full academic year in which the student is taking courses at Hampden-Sydney.) Prerequisites: Psychology 101, 102, 210, 211, two other Psychology elective courses, and senior standing. At least one 300-level laboratory course in Psychology is strongly recommended. Offered: 401 in the fall semester; 402 in the spring semester.

PSYCHOLOGY 403. (3)

HISTORY AND SYSTEMS OF PSYCHOLOGY. An exploration of the history of psychology from its philosophical antecedents through the major schools of structuralism, functionalism, behaviorism, Gestalt psychology, and psychoanalysis. Current issues which influence the research emphasis of current psychologists are discussed. The course is highly recommended for students who are planning on graduate study in psychology or related fields. Prerequisites: Psychology 101, 102, and at least three courses at the 300-level; Psychology 304 and 312 are especially recommended. Open to seniors only. Offered: alternate years.

PSYCHOLOGY 410. (3)

PRACTICUM AND INTERNSHIP IN PSYCHOLOGY. Students gain hands-on experience in a work setting that applies the principles of psychology. Academic-year internships typically involve about 120 hours per semester at the internship site (one full day or two half-days per week) with supervision by a psychology professional. Summer internships may (and generally will) involve a more substantial time requirement. Prerequisite: status as a senior majoring in

Psychology, or consent of the department. Offered: as staffing permits.

SOCIOLOGY 201. (3)

INTRODUCTION TO SOCIOLOGY. Methods and objectives of sociological research, varying patterns of social organization, the study of society and culture, and introduction to sociological theory. Prerequisite: none. Offered: fall semester.

SOCIOLOGY 302. (3)

SOCIOLOGY OF DEVIANCE. The deviance approach to the problems of contemporary society. Prerequisite: Sociology 201. Offered: every fourth semester in rotation with Sociology 303, 304, and 305.

SOCIOLOGY 303. (3)

SOCIAL STRATIFICATION. The basic theories of social stratification are discussed with emphasis on the origin of stratification systems and on the consequences of stratification, especially the distribution and exercise of power and privilege in American society. Prerequisite: Sociology 201. Offered: every fourth semester in rotation with Sociology 302, 304, and 305.

SOCIOLOGY 304. (3)

RACE AND ETHNIC RELATIONS. This course examines minorities of all kinds from the perspective that differences among various peoples cause each group to look on other groups as strangers. After a study of the principles involved, the following groups are studied: Northern and Western Europeans; South, Central, and Eastern Europeans; Native Americans; East, Central, and West Asian immigrants; African-Americans; Hispanic immigrants; religious minorities; and women in America. The course concludes with a holistic approach to the American Mosaic. Prerequisite: Sociology 201. Offered: every fourth semester in rotation with Sociology 302, 303, and 305.

SOCIOLOGY 305. (3)

SOCIOLOGY OF RELIGION. A study of the relationship between religion and society. The sociological perspective, *viz.* that religion may be defined as a communally held system of beliefs and practices oriented to some transcendent, supernatural reality, predominates. Prerequisite: Sociology 201, or status as a Religion major. Offered: every fourth semester in rotation with Sociology 302, 303, and 304.

RELIGION

Professor Emeritus Rogers; Professors Carney, Hall; Assistant Professors Bennett, Utzinger

Chair: Gerald T. Carney

The requirements for a major in Religion are 30 hours in Religion courses, including at least one course at the 200-level or above in each of the four areas of study: world religions, Biblical studies, Christian theology and ethics, and American and historical studies. At least one course must be a 400-level seminar, ordinarily the seminar designated Religion 445, Colloquium for Majors. Six hours in Philosophy courses are also recommended for students majoring in Religion; Philosophy 307 and Sociology 305 may be counted toward the required hours for the major.

The requirements for a major in Philosophy and Religion are 18 hours in each department, specific courses to be chosen in consultation with the departments.

INTRODUCTORY COURSES

RELIGION 101. (3)

INTRODUCTION TO RELIGION. A consideration of the nature of religion and the human religious quest. Students should gain an understanding of how religious communities and individuals interact with one another and their wider cultural milieu. Themes such as the role of experience, faith, theology, sacred texts, and ritual in the religious life of individuals and communities will be considered. Prerequisite: none. Offered: each semester.

RELIGION 102. (3)

INTRODUCTION TO BIBLICAL STUDIES. An introductory study of ancient Jewish and early Christian literature (the Hebrew and Christian scriptures). Consideration is given to methods of interpretation, historical context and narrative, and literary form, as well as to principal themes and ideas. Prerequisite: none. Not open to students who have taken a 200-level Biblical course. Offered: each semester.

RELIGION 103. (3)

INTRODUCTION TO WORLD RELIGIONS. An introduction to the origins, development, and current meaning of several spiritual traditions. The course is designed to show the diversity of religious traditions, as well as to indicate the common

questions that the various traditions address. The course begins with a consideration of the relation between religion and the human condition as we experience it. In the light of this introduction, several traditions chosen from the Jewish, Christian, Hindu, Buddhist, Confucian, Taoist, Muslim, and Native American are examined. Prerequisite: none. Offered: each semester.

COURSES IN WORLD RELIGIONS

RELIGION 201. (3)

JUDAISM. Jewish history and religion, institutions and observances, customs and lore from the Biblical period to the present. Prerequisite: none.

RELIGION 202. (3)

RELIGIONS OF SOUTH ASIA. A study of the religions of South Asia and the historical and cultural context in which they developed. Central to this study are modern Hinduism and its antecedents, as well as Jainism, Buddhism, Sikhism, and South Asian Islam. Special attention will be paid to the role of religious traditions in contemporary South Asia. Prerequisite: none.

RELIGION 203. (3)

RELIGIONS OF EAST ASIA. A study of Confucianism, Taoism, Shinto, and Buddhism in the context of the history and culture of East Asia. Prerequisite: none.

RELIGION 204. (3)

ISLAM. A study of the major elements of religious life and practice in the Islamic tradition: Allah, Qur'an, Prophet, worship, law, theology, mysticism. Special attention is paid to the influence of Islam on the development of European culture, the relation of Islam to the Jewish and Christian traditions, and the contemporary resurgence of Islam. Prerequisite: none.

RELIGION 303. (3)

RELIGIOUS PLURALISM. This course involves critical reflection on the meaning of religious pluralism in the contemporary world. This process of reflection includes clarification of the significance of "pluralism," its impact on asserting truth claims, and the possibility of one tradition's claim to absolute truth in relation to the truth claims of other traditions. In particular, the course addresses the model of interreligious dialogue as a strategy for living with truth claims and religious pluralism. Prerequisite: none, but Religion 103 or another course in world religions is recommended.

RELIGION 401. (3)

THE HOLOCAUST: CONTEMPORARY PERSPECTIVES ON MEANING. This seminar provides an integrative approach to studying the Holocaust. Through literature, film, drama, art, conversation with a Holocaust survivor, and a museum field trip, student participants will explore a range of human responses—denial, guilt, rage, sorrow—and thereby attempt to assess the enduring meaning of the Holocaust for the human community. Limited to juniors and seniors. Prerequisite: none.

RELIGION 405. (3)

SEMINAR IN WORLD RELIGIONS. A seminar on a focused topic in world religions that will prepare for a significant exercise in student research. Prerequisite: permission of the instructor.

COURSES IN BIBLICAL STUDIES

RELIGION 151-152. (3-3)

TUTORIAL IN BIBLICAL HEBREW

Introduction to basic vocabulary and grammar of Biblical Hebrew. Emphasis on (1) learning to read sentences in the Hebrew Old Testament; (2) acquiring a facility in using a Hebrew lexicon and in using the critical notes in the Hebrew text. Prerequisite: none. Offered: on sufficient demand.

RELIGION 251. (3)

READINGS IN INTERMEDIATE HEBREW

Reading of selections from the Hebrew Bible and from the Dead Sea Scrolls with the goals of increasing speed and proficiency in the language, of beginning an appreciation of Hebrew poetry, and of gaining insight into the texts. Prerequisite: Hebrew 151-152, or their equivalent. Offered: on sufficient demand.

RELIGION 210. (3)

BIBLICAL ARCHAEOLOGY. A study of the goals and methods of archaeologists working in the Near East that will enable the student to understand the peoples of the Near East, especially Palestine, in terms of their culture, artifacts, and history. This course seeks to provide the background—history, geography, and culture—within which the setting of the Bible can be understood. The course will treat methods in archaeology, archaeological sites and the history of Palestine, and analysis of Biblical and non-Biblical texts. Prerequisite: Religion 102, or permission of the instructor.

RELIGION 211. (3)

THE TORAH. A study of the Five Books of Moses: Genesis, Exodus, Leviticus, Numbers, and Deuteronomy. Students consider passages which reflect the ancient life of monarchic and pre-monarchic Israel, but concentrate on discovering the exilic and post-exilic message of the books as they presently exist. Prerequisite: Religion 102, or permission of the instructor.

RELIGION 212. (3)

THE HEBREW PROPHETS. An investigation of the rise and development of the prophetic movement in Israel, with particular emphasis upon the relevance of the prophets for their own and later times. Prerequisite: Religion 102, or permission of the instructor.

RELIGION 215. (3)

THE SYNOPTIC GOSPELS. A study of the presentation of Jesus in the Synoptic Gospels. Students will also study other ancient portraits of Jesus to show how the Synoptic Gospels define the character and teaching of Jesus over against an astonishing breadth of possibility. Prerequisite: Religion 102, or permission of the instructor.

RELIGION 218. (3)

THEOLOGY OF PAUL. A study of principal theological and ethical ideas and issues in the letters of Paul, undertaken from the perspectives of Biblical and historical theology rather than from those of literary or biographical analysis. Some consideration is given to the interpreters of Paul—his influence on subsequent theologians such as Martin Luther, Karl Barth, and Reinhold Niebuhr. Prerequisite: Religion 102, or permission of the instructor.

RELIGION 314. (3)

THE PROPHECY OF ISAIAH. After a brief review of divination in the ancient eastern Mediterranean world and of prophecy in Israel, the class will study the book of Isaiah in its historical contexts. Students will also read later interpreters of this richly theological book. Prerequisite: Religion 102, or permission of the instructor.

RELIGION 316. (3)

THE GOSPEL OF JOHN. Through careful reading of John and of ancient works that clarify John's imagery, the class will attempt to understand this simple and profound Gospel. Students will also read selections from interpreters, such as Origen, Augustine, Calvin, and Brown.

Prerequisite: Religion 102, or permission of the instructor.

RELIGION 318. (3)

HISTORY OF BIBLICAL INTERPRETATION. An exploration of the different guiding principles and methods used throughout Christian history to interpret Biblical texts, with particular attention given to the relationship between historical and theological meaning. Biblical texts will be studied in conjunction with diverse commentators on those texts from various periods and perspectives, in order to more fully understand the richness of the interpretive tradition. Prerequisite: Religion 102, or permission of the instructor.

RELIGION 319. (3)

BIBLICAL INTERPRETATION IN PRACTICE. A careful study of a particular Biblical book and of issues in its interpretation. Students will seek to understand the work with imagination and will strive to tame that imagination by precision in observation and argument. Prerequisite: a 200-level Religion course in Biblical studies, or permission of the instructor.

RELIGION 415. (3)

SEMINAR IN BIBLICAL STUDIES. A seminar on a focused topic in Biblical studies that will prepare for a significant exercise in student research. Prerequisite: permission of the instructor.

COURSES IN CHRISTIAN THEOLOGY AND ETHICS**RELIGION 221. (3)**

HISTORY OF CHRISTIAN THOUGHT I. A study of important Christian thinkers and the historical currents in which they worked from New Testament times to the Reformation. Readings include the work of several early Church Fathers and Medieval mystics as well as singularly important figures such as Augustine and Thomas Aquinas, with a view toward exploring the diversity of Christian experience, practice, and theology in the first fifteen hundred years of the Christian era. Prerequisite: none.

RELIGION 222. (3)

HISTORY OF CHRISTIAN THOUGHT II. A study of important Christian thinkers and the historical currents in which they worked from the Reformation to the present. Within the great diversity of this period, the course will focus upon the work of the Reformers (Luther, Calvin, the

Anabaptists), the development of 18th and 19th century liberalism, and the subsequent reactions of thinkers such as Newman, Kierkegaard, Barth, and Balthasar. Prerequisite: none.

RELIGION 225. (3)

CHRISTIAN ETHICS. An exploration of Christian ethics emphasizing the role of Christian community and identity as fundamental to Christian ethical practice. An initial examination of the Biblical, theological, and historical bases for Christian ethics in the first part of the course leads to focused discussions of specific contemporary moral and social issues in the latter part of the semester. Prerequisite: none, but Religion 101 or 102 is recommended. Offered: spring semester.

RELIGION 321. (3)

REFORMATION THOUGHT. A study of the disintegration of medieval Catholicism, the rise of Protestant Christianity, and the development of Catholic reform in the sixteenth century. This course will emphasize the interaction between religious, theological, social, and political forces. Prerequisite: One course in religion (preferably Religion 221 or 222), or permission of the instructor.

RELIGION 323. (3)

THEOLOGY AND LITERATURE. A consideration of the usage of specific Biblical and/or religious themes or motifs in contemporary literature. The emphasis is on discerning what principles of interpretation are used in giving contemporary expression to specific themes. The specific themes vary. Prerequisite: Religion 101 or 102, or permission of the instructor.

RELIGION 325. (3)

CONTEMPORARY CHRISTIAN THEOLOGY. A study of selected topics in theology, with particular attention given to important recent developments and the writings of major contemporary Christian theologians or Biblical scholars. Prerequisite: Religion 101 or 102, or permission of the instructor.

RELIGION 327. (3)

STUDIES IN CHRISTIAN THEOLOGY. Intensive study of selected issues in contemporary Christian theology or Biblical studies. Prerequisite: Religion 221 or 222, or permission of the instructor.

RELIGION 329. (3)

CHRISTIAN ETHICS AND TECHNOLOGY.

The extraordinary technological innovations of the last fifty years have affected nearly every aspect of daily life. As heavily discussed as these new technologies are, there has been little fundamental reflection on the ethical questions raised by the sweeping changes brought on by the technological revolution. This course explores and critiques the technological revolution from the broad standpoint of Christian ethics in order better to understand the social effects, both positive and negative, of the new technologies, and strives to begin to work out constructive ethical responses to those effects. Prerequisite: Religion 225, or permission of the instructor.

RELIGION 425. (3)

SEMINAR IN THEOLOGY AND ETHICS. A seminar on a focused topic in theology or ethics that will prepare for a significant exercise in student research. Prerequisite: permission of the instructor.

COURSES IN AMERICAN AND HISTORICAL STUDIES

RELIGION 231. (3)

RELIGION IN AMERICAN LIFE I. An historical survey of religion in American life and thought to 1870. Topics include the influence of Puritanism, the character of American religious freedom, slave religion, and the interaction between religion and social reform. Prerequisite: none.

RELIGION 232. (3)

RELIGION IN AMERICAN LIFE II. An historical survey of religion in American life and thought since 1870. Topics include American religious pluralism, immigrant religion, religious responses to social issues, and the character of modern American religious experience. Prerequisite: none.

RELIGION 334. (3)

RELIGION AND ETHNICITY IN AMERICA. An examination of the relationship between religious and ethnic identity in the context of American culture. Topics include theoretical approaches to religion and ethnicity, debates over the designation of "American," and consideration of how race, class, and gender affect ethno-religious identity. Prerequisite: One course in religion (preferably Religion 231 or 232), or permission of the instructor.

RELIGION 336. (3)

ALTERNATIVE RELIGIONS IN AMERICA. An historical study of new religious movements in the United States. Topics include theoretical approaches about the nature of religious movements, the difference between "alternative" and "mainstream" religion, and the contours of religious success and failure. Prerequisite: One course in religion (preferably Religion 231 or 232), or permission of the instructor.

RELIGION 338. (3)

CHRISTIAN APOCALYPTICISM. An examination of apocalyptic thinking from its Jewish and Christian origins to the present. Topics include theoretical approaches to the apocalyptic imagination, the interaction between official and popular religion, and the role of apocalyptic thinking in Christian thought. Prerequisite: One course in religion (preferably Religion 221 or 222), or permission of the instructor.

RELIGION 435. (3)

SEMINAR IN RELIGIOUS HISTORY. A seminar on a focused topic in American religion or religious history that will prepare for a significant exercise in student research. Prerequisite: junior or senior status, or permission of the instructor.

COLLOQUIUM FOR MAJORS**RELIGION 445. (3)**

COLLOQUIUM FOR MAJORS. Each year one 400-level seminar will be designated as the colloquium for majors. All senior Religion majors will be expected to participate in this course in which all faculty members of the department will play a role. Limited to Religion majors and to other qualified students with the permission of the instructor.

RHETORIC

Professors Bagby, Deis, Frye, Martin, Saunders; Associate Professors Hardy, K. Weese; Adjunct Associate Professors Cabas, D. O. Marion, B. O'Grady, Robbins; Assistant Professors Davis, Deal, Rand, Varholy; Lecturers Schooling, Sprouse, Wood

Director: Elizabeth J. Deis

The requirements for a concentration in Rhetoric are 18 hours of course credit, including Rhetoric 102, Rhetoric 210, and Rhetoric 310. Students may select between Rhetoric 301 or English 235. They also need to complete one course from the following group: Rhetoric 401, Fine Arts 220, English 401, English 380, or Classical Studies 201. The final three hours are satisfied by one of the following courses: English 236, English 238, Fine Arts 208, Fine Arts 308, Philosophy 102, Latin 411, French 305, German 402, Spanish 305 or 306, or other courses approved by the Director of the Rhetoric Program.

RHETORIC 100. (3)

INTRODUCTION TO GRAMMAR AND COMPOSITION. This course emphasizes basic sentence grammar—parts of speech, sentence types, sentence combining, and major errors in sentence construction—and the basic elements of composition—thesis development, paragraphing, and selection and organization of evidence. Students also develop vocabulary and reading skills. Prerequisite: consent of the Director of the Rhetoric Program.

RHETORIC 101-102. (3-3)

PRINCIPLES AND PRACTICE OF GOOD WRITING. In this course students learn and practice the skills they need to write well. The course emphasizes reading, clear thinking, composing, revising, and editing, and in the process prepares students for other courses that demand careful reading, thinking, and writing. The course also provides a foundation of skills necessary to pass the Rhetoric Proficiency Examination. Prerequisite: for Rhetoric 101, none; for Rhetoric 102, Rhetoric 101 or consent of the Director.

RHETORIC 200. (0)

PROFICIENCY TUTORIAL. (No credit—equal to a three-hour course.) This is a tutorial course designed for those students who have not passed the timed Rhetoric Proficiency Examination after

three attempts or have completed the equivalent of six semesters of enrollment without passing the examination. During the semester students review the principles of sound argumentative prose under the tutelage of an instructor and write three essays of 8-10 pages in length. Receiving a grade of Satisfactory on the three essays constitutes a demonstration of proficiency in writing and so satisfies the College's Rhetoric Proficiency Examination requirement.

RHETORIC 210. (3)

PUBLIC SPEAKING. Students enrolled in this course study the art of speaking in public. Students develop their abilities in the following areas: invention, arrangement, style, memory, and delivery. Emphasis is placed on learning the skills involved in speaking intelligibly, forcefully, and persuasively to an audience. During the course of the semester each student delivers four speeches. In addition, he critiques his own work and the work of his peers; he also analyzes several videotaped speeches from the "Great Speeches" series. He writes a mid-term examination that tests his knowledge of the principles of public speaking and his ability to analyze speeches. His final grade in the course reflects both his oral and his written work. Prerequisite: none.

RHETORIC 301. (3)

CREATIVE NONFICTION. This course is a workshop/seminar that will help students refine their writing skills. Students will also experience reading and analyzing works of nonfiction prose, or "creative nonfiction," in order to discover how one writes most effectively about complex issues and how writers develop a personal style and voice. Prerequisite: Rhetoric 102. Offered: spring semester of odd-numbered years.

RHETORIC 310. (3)

ADVANCED PUBLIC SPEAKING. This course, which builds on the foundations students acquire in Rhetoric 210, develops advanced students' ability to create and support sound propositions of fact, value, and policy. Through a review of the five classical canons of oratory (invention, arrangement, style, memory, and delivery) and an examination of representative classical and contemporary speeches, students learn to support and refute claims; to analyze the rhetorical situation and tailor their message accordingly; to employ and evaluate scholarly evidence; to recognize and avoid fallacies in reasoning; to use appropriate, effective,

coherent language; and to deliver arguments with conviction and eloquence. The presentation of an argument in a public forum for a non-Hampden-Sydney College audience is an integral component of the course. Prerequisite: Rhetoric 210. Offered: fall semester of odd-numbered years.

RHETORIC 401. (3)

TOPICS IN RHETORICAL THEORY AND PRACTICE. This course is a seminar devoted to the study of selected topics in rhetorical history and theory. Against the backdrop of their own experiences as writers and speakers, students will read primary works in a particular area of rhetorical history, theory, or practice. Students will work not only to understand rhetorical texts but also to forge links between rhetorical theory and their own written and oral practices. Prerequisite: Rhetoric 102. Offered: spring semester of even-numbered years.

WESTERN CULTURE

The Western Culture course is a three-semester sequence that introduces all Hampden-Sydney students to the history and cultural achievements of western civilization, from its roots in the early civilizations of the Middle East to the present day. The course is grounded in a consideration of both historical sequence and significant historical and cultural questions; it examines a variety of texts—literary, philosophic, theological, artistic—placed clearly in historical context. Ultimately, the course aims to explore "the way we live now" through a consideration of our cultural legacy.

Faculty of the Divisions of Humanities, Natural Sciences, and Social Sciences

Chair: John H. Eastby

WESTERN CULTURE 101. (3)

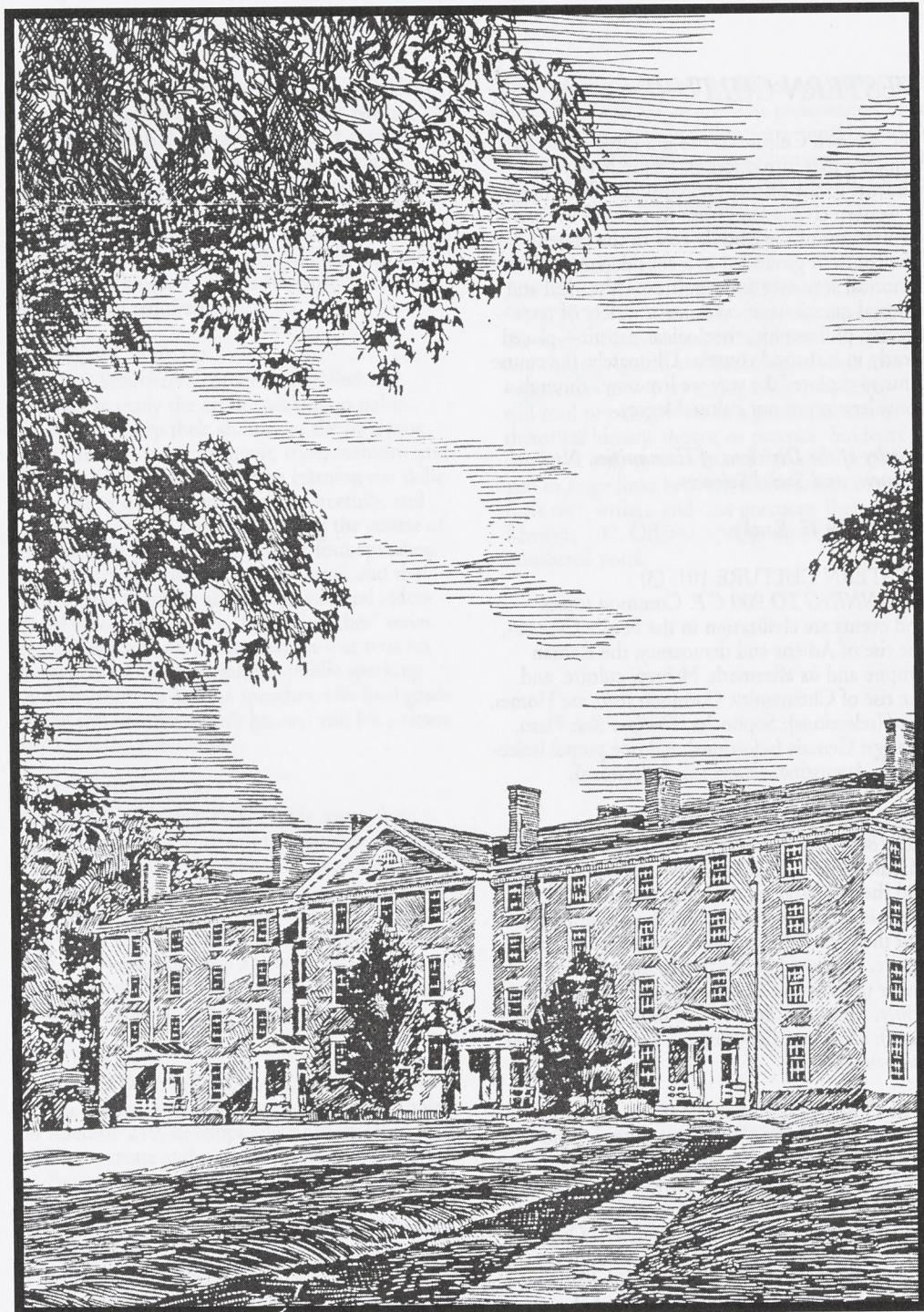
BEGINNING TO 900 C.E. Common topics and events are civilization in the Fertile Crescent, the rise of Athens and democracy, the Roman Empire and its aftermath, Hebrew culture, and the rise of Christianity. Common texts are Homer, *Iliad* (selections); Sophocles, *Oedipus Rex*; Plato, *Apology*; Genesis (selections) and one gospel (selections); Augustine, *Confessions* (selections).

WESTERN CULTURE 102. (3)

900-1800 C.E. Common topics and events are the Middle Ages, the rise of the nation-state, Florence and the Renaissance, the Protestant Reformation, the Scientific Revolution, and the Enlightenment and the French Revolution. Common texts are Dante, *Inferno* (selections); Machiavelli, *The Prince* (selections); Shakespeare, *The Merchant of Venice*; Adam Smith, *The Wealth of Nations* (selections); Madison, *Federalist 10*; *The Declaration of Independence*.

WESTERN CULTURE 103. (3)

1800 C.E.—PRESENT. Common topics and events are Romanticism, the Industrial Revolution, the democratization of the world, modern science and technology, the world wars, and the modern world. Common texts are Darwin, *The Origin of Species* (selections) or a modern account of evolution; Marx, *The Communist Manifesto*; Freud, *Civilization and Its Discontents* (selections); Remarque, *All Quiet on the Western Front*; Martin Luther King, *Letter from a Birmingham Jail*; Virginia Woolf, *A Room of One's Own* (selections).



CUSHING HALL (1824-1833)

Admissions

As the nation's tenth oldest college, and the oldest for men, Hampden-Sydney offers solid reasons for students to attend: a complete undergraduate research library, well-trained and caring faculty members, successful job and graduate-school placement, superior facilities, advanced technological capabilities, internship and study-abroad opportunities, a competitive athletic program, and many social and extracurricular activities. On its safe, spacious campus, Hampden-Sydney also provides unequalled encouragement for students to rise to any level they choose. The rigorous academic program, based in the liberal arts and protected by a strong Honor Code, emphasizes analytical and communications skills to prepare students for just about any career. At the College men become leaders.

Young men considering Hampden-Sydney will be sent publications about the College, including the student-written *Candidate's Guide*. All applicants for admission are sent a copy of this *Academic Catalogue*, the official publication of the College.

Decisions on admissions are made by the Admissions Committee of the Faculty and by the Admissions Office.

QUALIFICATIONS

Prospective students are expected to have mastered a solid, demanding college-preparatory program before entering Hampden-Sydney, including at least four units of English, two units of one foreign language, three units of mathematics, two units of natural science (one of which must be a laboratory course), and one unit of social science. In addition, a third unit of foreign language and a fourth unit of mathematics are recommended. The records of successful applicants often include examples of impressive school and community extracurricular contributions in addition to their academic preparation.

Hampden-Sydney requires its applicants to submit the results they have achieved on the SAT Reasoning Test with Essay, given by the College Entrance Examination Board, or the ACT with Writing Test, given by the American College Testing Program.

For further information on these tests, candidates are encouraged to contact their

secondary-school guidance department or write to College Entrance Examination Board, Princeton, New Jersey 08541 (the Board's code number for Hampden-Sydney College is 5291); or the American College Testing Program, Iowa City, Iowa 52243 (the ACT code number for Hampden-Sydney College is 4356).

For the 2005 entering class, the middle 50% GPA was 2.9-3.6; SAT verbal was 520-630, Math was 530-640, and composite 1050-1260; ACT was 21-28.

APPLICATION CREDENTIALS

In order for an application to Hampden-Sydney College to be considered complete, it must contain an Application for Admission (together with a non-refundable \$30 application fee, which is waived if the student visits the campus), a transcript of high-school grades (and any previous college grades for transfer applicants), one teacher recommendation, and the results of the candidate's SAT or ACT test. Hampden-Sydney also accepts the Common Application in lieu of its own form and gives equal consideration to both. A student may also apply electronically at <http://www.hsc.edu>, or use the services of The Princeton Review or the College Board.

Candidates wishing to support their applications with additional personal recommendations may do so up to a recommended maximum of three. The Faculty Admissions Committee, while finding recommendations helpful in the selection process, is not necessarily impressed by sheer volume, which often makes objective evaluation more difficult.

CAMPUS INTERVIEWS

Candidates considering Hampden-Sydney College are strongly encouraged and, in some cases, may be required to visit the campus for a personal interview. Students conduct tours of the campus, and conferences with professors and/or coaches can be arranged. Requests for appointments should be directed to the Admissions Office at (800) 755-0733. The Office is located in Graham Hall and is open year-round from 8:30 a.m. to 5 p.m., Monday through Friday, and on Saturday from 9 a.m. until noon during the academic year. A guide, with complete instructions for visitors, is

forwarded prior to all appointments if sufficient notice is given.

ACCEPTANCE PLANS

Hampden-Sydney has four acceptance plans: Early Decision—the College mails each candidate his acceptance or deferral notification on December 15 of his senior year; Early Action—the College mails each candidate his decision letter beginning on February 1; Regular Decision—the College notifies candidates between February 15 and April 15; and Early Admission—the student enters the College after three years of high school.

Early Decision Plan

The Early Decision Plan is reserved for high-school seniors whose *first choice of college is Hampden-Sydney* and who, if accepted, *agree to enroll* at Hampden-Sydney College, provided their financial aid award is sufficient. You must file your Early Decision application by November 15 of your senior year; supporting documents should arrive by December 1. (You may still apply to other colleges, but not under an Early Decision Plan.) Our decision letter will be mailed to you on December 15—a month and a half before the regular decision announcement period begins. You must confirm your place in the class by submitting a non-refundable reservation deposit postmarked on or before January 15 and withdraw all applications to other colleges and make no further ones.

Under this plan, no student is denied admission; you will either be admitted or deferred. If you are deferred, you will receive thorough, unbiased consideration under the Regular Decision Plan.

Applicants wishing to be considered for financial aid should submit the financial form PROFILE™ from the College Scholarship Service by November 15. The College recognizes that final enrollment of an Early Decision Candidate may depend upon financial considerations. It should be noted that Hampden-Sydney has been able to provide a high percentage of indicated need for early decision entrants.

Early Action Plan

The Early Action Plan is reserved for high-school seniors whose application and supporting documents are received by January 15. Also by January 15, you should submit the form PROFILE™ from the College Scholarship Service if you wish to be considered for financial aid.

Our decision letters will be mailed from

the College beginning on February 1. You are expected to confirm your place in the incoming class by May 1.

Regular Decision Plan

Under the Regular Decision Plan, you should submit your application to the College as early as possible, but no later than Hampden-Sydney's application deadline of March 1. Supporting documents should be sent by March 15. Also by March 1, you should submit the form PROFILE™ from the College Scholarship Service if you wish to be considered for financial aid.

Our decision letters will be mailed from the College between February 1 and April 15. If you are accepted, you are expected to confirm your place in the incoming class by May 1.

Early Admission Plan

Hampden-Sydney recognizes that some students with records of superior academic achievement and promise may require fewer than the usual four years of high school to prepare for college. Under the Early Admission Plan, qualified candidates whose credentials are received by July 1 after their junior year will receive an acceptance or deferral no later than July 31. Availability of space could be a determinant in the College's willingness to consider Early Admission candidates.

Candidates applying under the Early Admission Plan must have earned a high school diploma or present official evidence in writing that a diploma will be forthcoming upon the satisfactory conclusion of the student's freshman year at Hampden-Sydney.

If Early Admission candidates elect to take the college admission tests, they must do so by May of their junior year. Although they must file their applications by July 1, the final date for submission of transcripts, letters of recommendation, and scores is July 15. Candidates must visit Hampden-Sydney for an interview.

Applicants accepted under this plan must send their reservation deposits within three weeks after acceptance. This deposit is not refundable.

SUMMARY OF ADMISSION PLAN REQUIREMENTS

| <i>Nature of plan:</i> | <i>Early Decision (Hampden-Sydney is first choice)</i> | <i>Early Action</i> | <i>Regular Decision</i> | <i>Early Admission (after three years of secondary school)</i> |
|--|---|--|--|--|
| <i>Application and fee due:</i> | <i>Postmarked on or before November 15 of senior year</i> | <i>Postmarked on or before January 15 of senior year</i> | <i>Postmarked on or before March 1 of senior year*</i> | <i>Postmarked on or before July 1 after junior year</i> |
| <i>Other credentials due:</i> | <i>By December 1 of senior year</i> | <i>By January 15 of senior year</i> | <i>By March 15 of senior year</i> | <i>By July 15 after junior year</i> |
| <i>SAT or ACT tests taken:</i> | <i>In junior year</i> | <i>Before January of senior year</i> | <i>Before February of senior year</i> | <i>Before May of junior year</i> |
| <i>Notification of decision sent to applicant:</i> | <i>Mailed on December 15 of senior year</i> | <i>Beginning on February 1 of senior year</i> | <i>Between February 1 and April 15 of senior year</i> | <i>By July 31 after junior year</i> |
| <i>Reservation deposit due:</i> | <i>Postmarked on or before January 15</i> | <i>Postmarked on or before May 1</i> | <i>Postmarked on or before May 1</i> | <i>Within three weeks</i> |

* Freshman candidates considering applying after March 1 should contact the Admissions Office to determine the availability of space.

FINANCIAL AID

Students wishing to apply for financial aid must complete the form PROFILE™ from the College Scholarship Service (code number 5291) and the Free Application for Federal Student Aid (FAFSA; code number 003713).

The deadline for filing the form PROFILE™ is the same as the deadline for the admissions plan you choose.

TRANSFER STUDENTS

Transfer Students may not enter as seniors, since they must complete at least four semesters of full-time study (or the equivalent) at Hampden-Sydney to satisfy degree requirements. They may enter, however, in either the fall or the spring semester of other years.

Besides the required high-school credentials, transfer students should provide official transcripts of all undergraduate studies already undertaken, along with a letter of recommendation from a dean or other appropriate official. While academic work completed at the college level is a more current indicator of a student's potential success

at Hampden-Sydney, the Admissions Committee will also consider the high-school record and test scores. Personal interviews are strongly encouraged.

Qualified transfer students desiring to enter in the fall semester should apply by July 1. Those interested in second-semester admission should apply by December 1.

Hampden-Sydney normally offers junior-year standing to students holding an A.A. degree in liberal arts subject matter from an accredited community or junior college. A 3.0 (B) or higher grade-point average is usually required for automatic junior-year standing. Up to, but not exceeding, 60 credit hours may be given for course work similar to that offered by Hampden-Sydney for students applying under this category.

A student from another institution must have earned a grade of "C" or better in all courses which he presents for transfer. Credit will normally be awarded only for those courses equivalent to courses offered at Hampden-Sydney College.

A transfer student must meet all of Hampden-Sydney's proficiency and distribution requirements, either as a result of his previous college

work or after matriculation at Hampden-Sydney. The Registrar or a member of the Admissions staff will be happy to review a student's transcript and advise him concerning transfer credits and the College's requirements.

The College normally denies admission to a transfer applicant if he is ineligible to return to the college from which he wishes to transfer, or if his previous college work fails to show promise of success at Hampden-Sydney.

Transfer students who expect to receive six credit hours for composition courses taken elsewhere must take and pass the Rhetoric Proficiency Examination at the beginning of their first semester of residence.

ADVANCED PLACEMENT

A student who achieves a score of four or five on an advanced placement examination of the College Board will receive up to eight hours of academic credit and exemption from corresponding core requirements. Exemptions from requirements for the academic major will be determined by the appropriate department (see chart on p. 113). A student who chooses to take a course for which he has been granted advanced placement will not receive additional credit.

INTERNATIONAL STUDENTS

Hampden-Sydney is committed to the recruitment of international students. Special application forms are available from the Admissions Office for:

- non-U.S. citizens living abroad;
- non-resident aliens temporarily living in the United States;
- permanent residents of the United States (unless their last two years of education were completed in the U.S.);
- U.S. citizens with foreign diplomas or degrees.

Applicants seeking to begin studies in the fall semester should submit applications and supporting credentials by March 1. Those seeking admission for the spring semester should submit materials by December 1. All documents written in languages other than English must be accompanied by certified English translations. The Admissions Office will not process applications until all supporting documents have been received.

Students from abroad are eligible for admission if they have completed, with good grades, the academic (classical) secondary-school program offered in their country. All applicants who speak or write English as a second language are required to take the TOEFL (Test of English as

a Foreign Language). Test results should be sent to Hampden-Sydney. Information concerning this test may be obtained by writing to TOEFL, Educational Testing Service, Princeton, N.J. 08540.

INTERNATIONAL BACCALAUREATE

A student who achieves a score of six or seven on an International Baccalaureate Examination will receive three to six hours of academic credit and/or exemption from the corresponding core requirements. A student who chooses to take a course for which he has been granted international baccalaureate credit will not receive additional credit.

TRANSPORTATION TO THE CAMPUS

Prospective students arriving by mass transit in the three metropolitan centers serving Hampden-Sydney (Lynchburg, Richmond, and Charlottesville) can make arrangements through the Admissions Office for personalized transportation to the College. A student must call the Admissions Office (800) 755-0733, at least one week in advance of his visit, with information on where and when he will be arriving. The charge for each trip is \$35.00 (round trips would, therefore, be double). Payment to the driver takes place at the time of the trip.

MEDICAL INFORMATION

The College does not require medical information prior to admission; however, following his acceptance each student must complete a medical questionnaire and physical examination form. That form must be returned to the Moore Student Health Center before matriculation.

FURTHER INFORMATION

Any questions concerning admission to the College should be directed to:

Office of Admissions
PO. Box 667
Hampden-Sydney, VA 23943

(800) 755-0733 or (434) 223-6120.
FAX (434) 223-6346.
E-mail: admissions@hsc.edu.
www.hsc.edu

ADVANCED PLACEMENT AND CREDIT BY DEPARTMENT

| AP TEST | Hours Credit | Places out of | Core Requirement |
|---|--------------|-----------------------|--------------------------------------|
| Art History | 6 | Fine Arts 110-111 | Fine Arts and Elective |
| Biology | 4 | Biology 110-151 | Natural Science, with Lab |
| Calculus AB | 4 | Mathematics 141 | Mathematics |
| Calculus BC | 8 | Mathematics 141-142 | Mathematics and II.C |
| Chemistry | 8 | Chemistry 110-120 | Natural Science, with Lab, and II.C |
| Computer Science A | 4 | Comp. Science 261 | II.C |
| Computer Science AB | 8 | Comp. Science 261-262 | II.C and Elective |
| English Language and Composition | 3 | Rhetoric 101 | 1 Rhetoric |
| English Literature and Composition | 3 | English 201 | Literature |
| Environmental Science | 3 | Biology 108 | II.C |
| European History | 6 | History 101-102 | 2 Electives |
| French Language | 6 | French 201-202 | Foreign Language |
| French Literature | 6 | French 201-202 | Foreign Language |
| German Language | 6 | German 201-202 | Foreign Language |
| Government and Politics (Comparative) | 3 | Political Science 220 | Social Science |
| Government and Politics (United States) | 3 | Political Science 101 | Social Science or 1 American Studies |
| Latin (Vergil) | 6 | Latin 201-202 | Foreign Language |
| Latin (Literature) | 3 | Latin 301 | Foreign Language or Literature |
| Macroeconomics | 3 | No equivalent course | Social Science |
| Microeconomics | 3 | Economics 101 | Social Science |
| Music Theory | 6 | Fine Arts 211-212 | Fine Arts |
| Physics B | 3 | No equivalent course | II.C |
| Physics C (Mechanics) | 4 | Physics 131/151 | Natural Science, with Lab |
| Physics C (Electricity and Magnetism) | 4 | Physics 132/152 | II.C |
| Psychology | 3 | Psychology 102 | Social Science |
| Spanish Language | 6 | Spanish 201-202 | Foreign Language |
| Spanish Literature | 6 | Spanish 201-202 | Foreign Language |
| Statistics | 4 | Math 121 | Mathematics |
| Studio Art: Drawing | 3 | Fine Arts 215 | 1 Fine Arts Unit |
| U.S. History | 6 | History 111-112 | 1 American Studies and Elective |

Expenses and Financial Aid

FIXED EXPENSES 2005-2006

Hampden-Sydney does not operate for profit, and expenses are maintained at a minimum consistent with efficiency and high standards. Actual student fees account for approximately 3/4 of the total cost of the student's education. The remainder is provided by income from endowment and by gifts from alumni, friends, and foundations.

Expenses and costs listed below are composed of certain fixed fees payable to the College, along with several variable expenses.*

Comprehensive Fees:

| | |
|------------------|----------|
| Freshmen | \$23,410 |
| Sophomores | 23,410 |
| Juniors | 22,972 |
| Seniors | 22,746 |

Student Activities Fee..... 326

Room Rent - Double Occupancy

| | |
|-------------------------|-------|
| Residence | 3,272 |
| Apartment/Cottage | 4,054 |

Room Rent - Single Occupancy

| | |
|-------------------------|-------|
| Residence | 4,526 |
| Apartment/Cottage | 5,600 |

Board:

| | |
|---|-------|
| 19 meal plan | 4,466 |
| 12 meal plan (optional, jrs. & srs.) | 4,060 |
| 5 meal plan (optional, off-campus students) | 1,186 |

Telecommunications Fee:

| | |
|---------------------|-----|
| (single room) | 936 |
| (double room) | 630 |
| (off campus) | 376 |

Special Fees:

Course Overload, per credit hour (over 19) .. 748

Part-Time and Special Students, per credit hour (fewer than 12) .. 748

Reissue of Student I. D. .. 10

Late Enrollment .. 50

Graduation Fee .. 305

Late Payment Fee .. 100

Parking Permit/Registration Fee .. 160

Orientation Fee .. 166

Study Abroad per semester .. 640

Cooperative Programs Fee (per semester) .. 640

EXPLANATION OF FEES

The Comprehensive Fee covers tuition, materials required in laboratory courses, medical care at the Moore Student Health Center, excess accident and hospitalization insurance for intercollegiate sports participants, admission to athletic events held on the campus (except NCAA Tournament events), student publications, and other activities. The fee does not cover breakage of College property or the purchase of expendable materials for laboratory courses.

The Student Activities Fee provides support to student activities and organizations. Part of the funds are distributed to the Student Finance Board and College Activities Committee. This fee is charged 50% for each semester and is non-refundable.

Room Rent in College housing covers cost of occupancy and utilities. Each student is responsible to the College for the condition of his room and is expected to report any damage to College property to the Associate Dean of Students. The student must pay the costs of repairs or replacement and, depending on the circumstances, may suffer disciplinary action.

Board. All students—except day students, those residing off campus, those residing in private homes on campus, and married students living with their spouses—are required to board in the Commons. If a student has a serious medical problem relating to diet, he may request that the College waive the boarding requirement. He must submit a specific diet recommended by his physician to the Dean of Students, who will consult with the food service manager. If the food service manager cannot reasonably meet the dietary requirements, the Dean of Students may waive the board requirement if the student can meet his dietary needs in an otherwise satisfactory manner.

The Telecommunications Fee provides state-of-the-art telephone, voice mail, cable television, FM radio, and data connections. This fee is charged 50% for each semester and is non-refundable.

Course Overload. Students who by special permission of the Executive Committee of the Faculty are taking more than 19 hours of course work in a given semester must pay an overload fee for credit hours above 19.

* The College reserves the right to increase charges without prior notice.

Part-Time (fewer than 12 hours) and **Special Students** (normally no more than 7 hours) pay a per-credit-hour fee for courses taken at the College. See the descriptions in the Academic Program section. Students carrying at least 12 hours each semester are considered full-time.

The **Late Enrollment Fee** is assessed when a student fails to matriculate on the day scheduled. This fee may be excused by the Dean of Students if the reason for late matriculation is beyond the student's control. Students are required to call the Dean of Students' Office if they are unable to matriculate on the scheduled day.

The **Graduation Fee** is payable by January 1 of the senior year to cover the cost of the diploma and cap and gown for Commencement functions.

The **Late Payment Fee** is assessed if an account is not paid by the due date. (See below under Payment of Fees.)

Study Abroad. All students going abroad are assessed a fee for mandatory health insurance and an administrative fee per semester.

Cooperative Programs Fee. All students participating in these programs are assessed an administrative fee per semester.

PAYMENT OF FEES

Fifty percent of all charges is payable by August 1; the balance (50%) is due by January 1. If an account is not paid by the due date, a late payment fee is assessed. The College regards the student's account as delinquent unless arrangements satisfactory to the Vice President for Business Affairs and Treasurer have previously been made. A student whose account is delinquent is not entitled to board, room, registration, admission to classes, or issuance of transcripts.

In unusual circumstances an extended deferment may be granted by the Vice President for Business Affairs and Treasurer. However, such deferment involves interest charges on the balance outstanding.

Checks should be made payable to Hampden-Sydney College and mailed to the Business Office, P.O. Box 127, Hampden-Sydney, VA 23943; (434) 223-6216.

RETURN OF FEES

Hampden-Sydney College complies with all federal regulations governing recipients of federal Title IV funds. Specific information regarding College refund policies is available in the Office of Financial Aid. Where federal regulations do not supersede, the following institutional policies apply:

For voluntary withdrawals before matriculation, written notice must be presented to the Vice President for Business Affairs and Treasurer by the matriculation date. If written notice is received by the deadline, the comprehensive fee, room rent, and board paid by the student or for the student's account from private resources (not including grant or loan funds from federal, state, or College financial-aid programs) will be refunded, less the \$300 advance deposit required of all newly accepted students.

For voluntary withdrawals after matriculation, 80% of the comprehensive fee paid by the student or for the student's account from private resources (not including grant or loan funds from federal, state, or College financial-aid programs), less the \$300 advance deposit required of all newly accepted students, will be refunded to those who deliver written notification of their withdrawal to the Vice President for Business Affairs and Treasurer or the Dean of Students during the period between the date of matriculation up to and including the seventh calendar day after the first day of classes. During the period from the eighth calendar day after the first day of classes up to and including the twenty-eighth calendar day after the first day of classes, a refund of 40% of the comprehensive fee will be made. After that date no refunds of tuition and fees will be made except for medical reasons as noted below. The date of withdrawal shall be the date on which written notice is delivered to the Vice President for Business Affairs and Treasurer.

A pro-rata refund of unused board is allowed if withdrawal occurs prior to two weeks before the end of the semester.

After matriculation there is no refund of room rent, activities fee, or telecommunications fee. There is no refund of the comprehensive fee, room rent, or board for students who are suspended or expelled for disciplinary reasons.

For students whose withdrawal is certified as necessary by the College physician, a pro-rata refund of the comprehensive fee will be made until the middle of the semester.

SCHOLARSHIP PAYMENTS

Disbursements of institutional grants and loan funds and federal and state grants and loan funds are made in equal amounts each semester.

OBLIGATIONS OF GRADUATING SENIORS

A graduating senior who has any outstanding financial obligations to the College (unpaid fees, disciplinary or library fine, bookstore bill, lost

library-book charge, etc.), or who has not attended his required Perkins, Stafford, Booker-Stebbins, or Teaching Loan exit interview with the Financial Aid and Business Offices, will not receive his diploma at Commencement. He will be allowed to march in the Commencement exercises and will receive a facsimile of a diploma, but the diploma will be held in the Business Office until all obligations have been met. Final semester grades and transcripts will also be held until obligations have been met.

Seniors will be reminded of this policy well in advance of Commencement. In addition, approximately two weeks before Commencement seniors with outstanding obligations will be sent a notice specifying any obligations to be met; preparation of the notice will be coordinated by the Business Office, in cooperation with other offices of the College.

It will be the responsibility of each senior to make sure that all obligations are met in a timely manner. The deadline for payment of financial obligations will be the close of business on the Friday preceding Commencement.

INSURANCE ON PERSONAL POSSESSIONS
College insurance does not cover losses of personal property (including motor vehicles) of students as a result of fire, theft, damage, etc. Therefore, parents, guardians, or students are urged to consider a floater on their insurance policy to cover such possessions.

HEALTH INSURANCE

All students must have primary health insurance coverage. Students must check their present policy to ensure that they are covered currently and that coverage will continue concurrently with their attendance at Hampden-Sydney College. Students are responsible for all medical expenses except for those services received at the Moore Student Health Center without charge.

Please note that no student may participate in any intercollegiate athletic program until valid and collectible primary health and accident insurance is verified. Proof of adequate insurance coverage must be provided by all students prior to participation on any intercollegiate team. This primary health and accident policy must remain in force during the entire period the student is participating in intercollegiate sports activities. Lapse of coverage will disallow participation in intercollegiate sports until the policy has been reinstated. Hampden-Sydney College does carry a supplemental, standard accident insurance policy for its intercollegiate athletes. However, please note that this supplemental accident policy is for accidents only, not illnesses or aggravated or other injuries

which are not a direct result of an accident. For additional information concerning this coverage, contact the Head Athletic Trainer at (434) 223-6257. For the benefit of students who participate in approved intramural and club sports, the College provides Catastrophic Injury Insurance.

FINANCIAL AID

Hampden-Sydney College offers financial aid to students who can make the most of the education that the College offers. Academic achievement and promise, as well as financial need, are considered in the initial award of College funds. Similarly, financial aid for returning students is based upon both academic performance and demonstrated need.

Entering students who wish to be considered for financial aid should complete two applications: the PROFILE™ from the College Scholarship Service to apply for College grants and scholarships and the Free Application for Federal Student Aid (FAFSA) to apply for federal grants, loans, and work-study awards. March 1 is Hampden-Sydney's priority filing deadline for both the PROFILE™ and FAFSA for applicants under the Regular Admission plan. Applicants for admission under the Early Decision plan are urged to complete the PROFILE™ prior to November 15. Students may complete the application via the Internet at www.hsc.edu/finaid.

Returning students are encouraged to apply for financial aid using the on-line versions of PROFILE™ and the renewal FAFSA—www.hsc.edu/finaid. April 1 is the priority deadline for returning students to file. After the first-year application is filed, the Federal Student Aid Processing Center notifies applicants by e-mail or letter to complete their renewal process. Likewise, the Financial Aid Office sends notices to those students who need to file the PROFILE™ and renewal FAFSA. Annual applications are required.

International students are considered only for academic scholarships—Honors Scholarships and Achievement Awards. Such students may receive additional need-based aid only if they qualify for the Allan, Venable, or Patrick Henry Scholarships; or for the President's Award. International students who do not meet the academic standards to qualify for academic scholarships will not be offered other aid.

Financial aid awards are reviewed at the end of each semester and may be withdrawn if a recipient's citizenship or academic work does not meet the standards of the College. College-sponsored grants and scholarships are limited to eight semesters and require full-time enrollment. Financial aid recipients must maintain minimum satisfactory

academic progress, which is defined by Hampden-Sydney College as earning a minimum of 24 hours per academic year and achieving a 2.0 cumulative GPA by the completion of the fourth semester (or equivalent) of enrollment. Students who fail to maintain the required minimum standards lose eligibility for all federal programs, including federal student and parent loans, and College funds. Students who lose financial aid eligibility by failing to maintain the aforementioned minimum academic standards may request reinstatement of eligibility by submitting a written appeal to the Satisfactory Academic Progress Committee in care of the Director of Financial Aid (Box 726). (The Committee, however, does not routinely reinstate eligibility, but does so only when significant extenuating circumstances have prevented a student from meeting the required standards.) Academic scholarships have additional eligibility requirements.

Detailed information regarding financial-aid policy is available from the Office of Financial Aid at (434) 223-6119.

ACADEMIC SCHOLARSHIPS

In addition to the need-based financial aid program, Hampden-Sydney offers several scholarships, awarded without regard to financial need, which recognize outstanding academic and extracurricular achievement. All applicants for admission to the College are automatically considered for Academic Scholarships. Additional information is available from the Office of Admissions.

Honors Scholarships. Hampden-Sydney's Honors Council will consider applicants with exceptional academic, leadership, and personal qualifications for the College's prestigious Allan, Venable, and Patrick Henry Honors Scholarships. These awards provide scholarship stipends (\$20,000; \$16,000; and \$12,000, respectively, during 2005-2006) and are renewable annually, provided the Honors Scholar continues to meet the scholarship requirements.

The Honors Council will review the academic performance of all freshmen at the end of the spring semester. Those freshmen who are not already Honors Scholars but who have outstanding academic records will be invited to apply for a Madison Scholarship during the fall of their sophomore year (or, in the case of transfer students, in the fall following their initial matriculation at the College). The applications will be carefully reviewed during the early part of the spring semester, and the recipients of the Madison Scholarships will be announced by the Dean of the Faculty. The Madison Scholarships provide a stipend and are renewable for the senior year, provided the Madison Scholar continues to meet

the scholarship requirements.

Moreover, Honors Scholars who submit a PROFILE™ application and demonstrate College-determined financial need in excess of their stipend will receive additional grants, including those from applicable federal and state resources, that meet 100% of their College-determined financial need. Eligibility for such additional need-based grants must be demonstrated annually by filing a PROFILE™ application before the College's priority deadline.

Honors Scholars participate in the College's Honors Program, which gives students unusual latitude for intellectual challenge and independent study, for broadening their perspective and contemplating their formal academic pursuits. Honors Scholars participate in special courses that enhance curricular breadth and in extracurricular activities, such as educational and cultural events in Richmond and other nearby communities. They may participate in symposia at other colleges in the region or in the annual conventions of the Virginia Collegiate Honors Council. On campus they receive invitations to meals with visiting dignitaries and to special colloquia; they also may arrange symposia for participation by honors students at other colleges in the state.

Achievement Awards. The Admissions Committee will consider applicants with strong leadership and academic performance in a solid, college-preparatory curriculum for an Achievement Award—President's, Dean's, or Alumni. Each Scholar receives a stipend award in recognition of his academic and leadership accomplishments. These awards are renewable annually, provided the student continues to meet the scholarship requirements. Additional funding may be available if financial need, as determined by the College, exists. A PROFILE™ application must be filed annually by the College's priority deadline.

VIRGINIA TUITION ASSISTANCE PROGRAM

Virginia residents attending the College for the first time must also complete a separate application for the Virginia Tuition Assistance Grant (TAG) program. TAG, based on residency, not need, is available to *bona fide* residents of Virginia who attend an eligible private college or university in the Commonwealth. An application is mailed to each accepted Virginia freshman applicant upon receipt of the deposit confirming intent to enroll. Completed TAG applications must be returned to the Office of Financial Aid before July 31.

ARMY ROTC SCHOLARSHIPS

The Army ROTC program offers two- and three-year scholarships and other financial incentives to

those individuals seeking leadership training and experience. Participants who successfully complete this course are commissioned 2nd Lieutenants in the United States Army, Army Reserve, or National Guard. These scholarships are merit based and not awarded on financial need or family income. Applicants accepting a scholarship must attend classes at Longwood University, a partnership school with the University of Richmond ROTC program.

If awarded an ROTC scholarship, an applicant will receive up to \$20,000 for tuition and educational fees per year for each year of the scholarship. In addition, the scholarship awards an annual allotment of \$900 for textbooks and supplies plus a tax-free stipend of \$300 per month of school. This stipend increases \$50 per year, reaching \$400 for seniors.

For more information, contact the Department of Military Science at the University of Richmond at 804-287-6066, the resident military instructor at Longwood University at 434-395-2136, or the Hampden-Sydney College Career Development office.

ENDOWED SCHOLARSHIPS

Hampden-Sydney College recognizes the importance and the generosity of the contributions of alumni, parents, and friends to the general scholarship endowment. Each of the endowed scholarships listed below produces significant income which supplements the College's financial-aid program and is, therefore, individually designated.

THE DANIEL POPE ALLEN SCHOLARSHIP was established in 1988 by Dr. Mary Virginia Allen in memory of her brother, Daniel Pope Allen '25. The scholarship is used to assist worthy students with preference given to those planning to enter the Christian ministry.

THE EDWARD W., WILLIAM D., MARY A., AND SUSAN R. ALLEN SCHOLARSHIP was established in 1990 by a gift from Mr. W. Dudley Allen, Jr. '43, of Wilsons, Virginia, in memory of his family. Awards are based on financial need with preference given to residents of Dinwiddie or Amelia County, Virginia.

THE WILLIAM T. AND VIRGINIA R. ALLEN SCHOLARSHIP was established in 1985 by a gift from East Coast Oil Corporation of Richmond, Virginia, in honor of Mr. and Mrs. Allen. This scholarship is administered by the Honors Council as part of the College's Honors Awards. It is one of the endowments which fund the Madison Scholarships, named in honor of President James

Madison, a Charter Trustee of the College. These scholarships are reserved for exceptionally qualified students.

THE FRANCES PRICE ANDREWS SCHOLARSHIP was established in 1986 by Lester E. Andrews '36 in memory of his wife; and by their sons and daughters-in-law, Lester E. Andrews, Jr., and Diane Moss Andrews; and William D. Andrews and Katheryn Hargrove Andrews. Preference is given to students from Southside Virginia, primarily those from Prince Edward and the adjoining counties of Appomattox, Amelia, Buckingham, Charlotte, Cumberland, and Lunenburg.

THE GEORGE SLOAN ARNOLD SCHOLARSHIP was established in 1979 by George Sloan Arnold of Romney, West Virginia. The fund is in memory of Henry Bell Gilkeson and Robert William Gilkeson, the father and brother of Mr. Arnold's wife, Laura. Henry Bell Gilkeson was a member of the Hampden-Sydney class of 1873, and Robert William Gilkeson was a member of the class of 1907. The income from the fund is used to award scholarships to worthy students who demonstrate financial need and academic excellence. Preference is given to qualified students first from Hampshire County, West Virginia, and second from West Virginia.

THE PAUL TULANE AND ESTHER THOMAS ATKINSON SCHOLARSHIP was established in 1964 by the late Mr. Carlyle Gee '26 of Greensboro, North Carolina, as a memorial to Mr. Atkinson. Additional gifts by Mrs. Atkinson fully endowed this scholarship. The Atkinsons played large roles in the 20th-century life of Hampden-Sydney. Mr. Atkinson '07 was Treasurer from 1919 to 1957, and Mrs. Atkinson was the founder and curator (1968-1994) of the museum which is named in her honor.

THE DON PYLE BAGWELL, SR., SCHOLARSHIP was established in 1991 by the Bagwell family in memory of Mr. Don Pyle Bagwell, Sr. '35. Awards are based on financial need with preference given to residents of Halifax County, Virginia.

THE BERNARD E. AND EDNA B. BAIN SCHOLARSHIP was established in 1981 by Mrs. Edna B. Bain of Lynchburg, Virginia, in memory of her husband, Mr. Bernard E. Bain '28, D.D. '52. This scholarship is awarded to pre-ministerial students who plan to enter a church-related vocation.

THE GEORGE F. BAKER SCHOLARSHIP was established in 1993 by gifts from the George F. Baker Trust of New York to help prepare liberal arts graduates for careers or advanced degrees in business. Preference is given to an upperclassman who has demonstrated academic excellence, leadership in campus activities, and financial need, as well as commitment to business as a career.

THE FRANK CLEVELAND AND LENA REEKES BEDINGER SCHOLARSHIP was established in 1977 by a gift from Frank C. Bedinger 1905 of Boydton, Virginia, and supplemented by gifts from family members, Frank C. Bedinger, Jr. '37, and Dr. & Mrs. William C. Finch '29. The scholarship is awarded to pre-law students on the basis of superior academic achievement, outstanding leadership abilities, the promise of potential usefulness, and evidence of financial need. Where no financial need exists, the award is \$750. The scholarship is administered by the Honors Council as part of the College's Honors Awards.

THE STEWART BELL, JR., SCHOLARSHIP was established in 2002 through a planned gift to Hampden-Sydney College by Stewart Bell, Jr. '31, in memory of his great-grandmother, Mrs. Margaretta Brown, and his brother, Lieutenant William H. Bell. Recipients must be students in good standing, and preference is given to students from Winchester, Virginia, and then to those from Frederick, Clarke, or Warren Counties, and then to students from Virginia.

THE WILLIAM C. BOINEST SCHOLARSHIP was established by fellow Trustees upon the occasion of Mr. Boinest's retirement as Chairman of the Board in 2003. The scholarship is awarded to a young man who demonstrates financial need and whose background bespeaks a commitment to the attributes of the good man and good citizen: stellar character, solid academic performance, and significant involvement in civic and extracurricular activities.

THE RAYMOND B. BOTTOM, JR., SCHOLARSHIP was established in 2003 by Mr. and Mrs. J. Scott Benton '90 of Suffolk, Virginia, to honor Mr. Raymond B. Bottom, Jr. '51, and to acknowledge and to thank him for his never-failing generosity and thoughtfulness to his *alma mater* and to numerous alumni and parents. The scholarship is awarded to student(s) in good academic standing and deserving of financial assistance, with first consideration being given to a student or students from the Peninsula area, then the Southside area, and then to a member of the

Men's Chorus.

THE RAYMOND B. AND DOROTHY ROUSE BOTTOM SCHOLARSHIP was established in 1981 by Dorothy Rouse Bottom of Hampton, Virginia, in memory of her husband. This scholarship is awarded to students who demonstrate financial need with preference given to students from the Peninsula area of Virginia.

THE JAMES BAKER BOWERS MEMORIAL SCHOLARSHIP was established in 1991 from the estate of James B. Bowers, Jr. '26, in memory of his father, James Baker Bowers, President of Owens, Minor & Bodeker, Incorporated, and the following family members: his brother, George S. Bowers '31; his grandfather, Dr. George B. Steel; his two uncles, Dr. Charles L. Steel and Dr. Frank R. Steel; and his great-great-grandfather, Dr. John William Fletcher. The scholarship is awarded to students pursuing their studies in the life sciences.

THE LOUISE STEEL BOWERS MEMORIAL SCHOLARSHIP was established in 1991 from the estate of James B. Bowers, Jr. '26, in memory of his mother, Louise Steel Bowers. This scholarship is awarded to students who set outstanding examples of good citizenship and service.

THE G. GRAYSON BOYCE MEMORIAL SCHOLARSHIP was established in 2002 by his family, friends, and fellow alumni, and is a reflection of the love that Grayson Boyce '63 had for his *alma mater*. He was a proud and loyal son. The recipient should possess those traits that defined Grayson's life: honesty, loyalty, integrity, commitment, involvement in extracurricular activities, and a zest for life in general. Preference is given to students from the state of Maryland and then to students from contiguous states.

THE BRANCH BANKING & TRUST SCHOLARSHIP was established in 1990 by First Virginia Banks, Inc., now BB&T. Awards are based on financial need and given to students in good standing from areas served by BB&T.

THE ERNEST JACKSON BRIGHTWELL SCHOLARSHIP was established in 1981 by a bequest from Mr. Brightwell '37. Preference is given to graduates of Highland Springs High School, Henrico County, Virginia.

THE LEWIS O. BROWN MEMORIAL SCHOLARSHIP was established in 1973 by Mr. Brown's widow, Mrs. Mary Patsel Brown of Roanoke, Virginia. Roanoke students are given preference.

THE JOSIAH BUNTING III AND DIANA CUNNINGHAM BUNTING SCHOLARSHIP was established in 1986 by gifts from trustees, alumni, parents, and friends. The fund honors the Buntings and their accomplishments during Mr. Bunting's presidency of the College from 1977 to 1987. This scholarship is administered by the Honors Council as part of the College's Honors Awards. It is one of the endowments which fund the Madison Scholarships, named in honor of President James Madison, a Charter Trustee of the College. These scholarships are reserved for exceptionally qualified students.

THE ROBERT C. AND DORA J. BUNTS SCHOLARSHIP was established through a testamentary gift to Hampden-Sydney College by Dr. Robert C. Bunts '29 and his wife, Mrs. Dora J. Bunts. Dr. Bunts was a urologist who practiced medicine in Richmond, and Mrs. Bunts was a registered nurse. The scholarship is awarded to students who have indicated an intention to follow the pre-medical curriculum and seek enrollment at the Medical College of Virginia or Virginia Commonwealth University. The scholarship is awarded by the Office of Financial Aid at Hampden-Sydney College.

THE TIM BUTLER MEMORIAL SCHOLARSHIP was established in 1997 by alumni, family members, and friends in memory of William T. Butler, Jr. '62, of Hampden-Sydney, to provide assistance to students with financial need. Preference is given to students who are involved in extracurricular activities and who demonstrate the potential to develop as role models among their peers, a legacy exemplified by the life of Tim Butler.

THE ALEXANDER BERKELEY CARRINGTON, JR., SCHOLARSHIP was established by a bequest from Mrs. A. B. (Ruth S.) Carrington, Jr., whose husband, class of 1915, was a trustee of the College 1929-1962. Award is made to worthy students.

THE WILLIAM CARROLL CHEWNING, JR., MEMORIAL SCHOLARSHIP was established in 1975 by Mr. and Mrs. William Carroll Chewning '41, in memory of their son, a member of the class of 1967, and by other family members and friends. Preference is given to students with financial need who show promise in the field of mathematics.

THE W. RANDOLPH CHITWOOD, SR. '41, M.D., SCHOLARSHIP was established in 1993 by Ruth Anne Chitwood in memory of her husband. Awards are based on financial need and

preference is given to students from Southwest Virginia who are preparing to attend medical school.

THE JAMES D. CHRISTIAN, JR., SCHOLARSHIP was established in 1992 by Michael S. Christian '72 and his mother, Mrs. Rita Christian, of Lynchburg, Virginia, in memory of their beloved father and husband, Mr. James D. Christian, Jr. '40. The scholarship is awarded to a student in good academic standing who demonstrates financial need. The recipient should have strong Christian principles and an interest in pursuing a career in business.

THE CLASS OF 1951 SCHOLARSHIP was established on the occasion of the 50th reunion of the Class of 1951 to honor the memory of the members who had died. The scholarship is awarded to a student in good academic standing who demonstrates financial need. Preference is given to descendants of members of the Class of 1951; each recipient is designated a "Class of 1951 Scholar."

THE AYLETT B. COLEMAN, SR., SCHOLARSHIP was established in 1991 by Mr. Aylett B. Coleman III of Roanoke, Virginia, in memory of his grandfather, Aylett B. Coleman, Sr., class of 1888. This scholarship is awarded to residents of Virginia who demonstrate financial need.

THE H. HAWES COLEMAN AND FRANCES FORD COLEMAN SCHOLARSHIP was established by Lt. Col. H. Hawes Coleman '25 in memory of his wife, Frances Ford Coleman. Preference is given to students from Virginia and from Louisville, Kentucky.

THE C. BARRIE COOK SCHOLARSHIP was established in 1988 by Dr. C. Barrie Cook '45 of Fairfax, Virginia. Recipients are selected on the basis of their need of financial assistance and the promise of future service and usefulness to their community, and not necessarily on the basis of academic excellence. Preference is given to those who are planning careers which will be beneficial to others and to society in general.

THE CRAIGIE INCORPORATED SCHOLARSHIP was established in 1985 by a gift of the Officers and Employees of Craigie Incorporated, Investment Bankers, Richmond, Virginia. The scholarship is awarded to a deserving student at the discretion of the College.

THE EDWARD A. CRAWFORD

SCHOLARSHIP FUND was established in honor of Mr. Crawford, Professor Emeritus, who taught Biology at Hampden-Sydney College from 1963 until 1987. The fund was initiated and endowed by former students who wished to honor him for the effect his teaching has had on their lives and careers. Preference is given to students of good academic standing who plan careers in medicine or medical research.

THE THOMAS EDWARD CRAWLEY

SCHOLARSHIP was established in 1995 in memory of Thomas Edward Crawley, Hampden-Sydney Class of 1941, who served the College for five decades as student, teacher, scholar, administrator, and musician. The scholarship is awarded, based on need and merit, to students of superior academic achievement who show promise of developing the kind of well-rounded life that Professor Crawley lived in his love for scholarship, music, art, and gardening.

THE THOMAS EDWARD AND ROBERTA A. CRAWLEY MEN'S CHORUS SCHOLARSHIP was established in 2002 by Mr. Raymond B. Bottom, Jr. '51, as a tribute to Dr. Crawley and in honor of Mrs. Crawley. The award recognizes their loving contribution to the betterment of the College through choral music and their unflagging devotion to countless numbers of students involved in the Men's Chorus. Awarded annually, the stipend assists a student who demonstrates financial need, actively participates in the College's Men's Chorus, and best exemplifies those qualities of scholarship, community service, and musical appreciation that were and are the hallmarks of Ned and Roberta Crawley.

THE CROCKETT-FLANNAGAN-WEAVER SCHOLARSHIP was established in 1994 by gifts from trustees, alumni, and friends. The fund honors Hampden-Sydney Alumni Dr. Charles L. (Buck) Crockett '42, William H. (Ham) Flannagan, Sr. '40, and Dr. Edgar N. Weaver, Sr. '39, for their contributions to the medical profession. This scholarship is awarded to students with financial need. Preference is given to those students who have demonstrated an intent to pursue a career in a medically related field.

THE DANIEL FOUNDATION

SCHOLARSHIP was established in 1988 by gifts from the Daniel Foundation of South Carolina to honor Leslie G. McCraw, then President and Chief Executive Officer of Daniel International Corporation.

THE EDMUND BAKER DAVENPORT

SCHOLARSHIP was established in 1972 by Mrs. Claude R. Davenport, Mr. and Mrs. Claude R. Davenport, Jr., Mr. and Mrs. George L. Fosque, and Mr. and Mrs. Charles C. Chewning. The awards are made in the form of loans which need not be repaid if the student maintains an average of 2.0 or better.

THE DAVIS FELLOWS PROGRAM

was endowed in 2002 by Norwood '63 and Marguerite Davis. This program provides full academic-year tuition, room, and board, and a stipend for a summer internship or study abroad to a select recipient in each class. A Davis Fellow will strive to be a liberally educated man who possesses the qualities of leadership, tenacity, and passion. He will accept nothing less than the best in whatever he undertakes, be it curricular or extracurricular endeavor; and finally, he will be a compassionate man with the people with whom he lives and works.

THE HARRY B. DAVIS SCHOLARSHIP was established in 1988 by Miss Lucile B. Brown in memory of Harry B. Davis '14. Awards are based on financial need, and preference is given to students from the Tidewater area of Virginia.

THE JAMES W. AND PATRICIA H. DENNIS SCHOLARSHIP was established in 1990 by James W. and Patricia H. Dennis of Richmond, Virginia. Preference is given to a rising junior or senior who is preparing for further study in dentistry or psychology. Recipients must demonstrate financial need and above-average academic achievement.

THE G. H. DENNY SCHOLARSHIP was established in 1994 by a bequest from Mrs. Margaret Denny McClung in memory of her father, Dr. George H. Denny '18.

THE W. BIRCH DOUGLASS III

SCHOLARSHIP was established in 1985 by a gift from Mr. W. Birch Douglass III '65 of Richmond, Virginia.

THE DRESCHER SCHOLARSHIP was established in 1995 by a gift from John W. Drescher '70 in honor of his parents, O. Charles Drescher and Anne W. Drescher, whose unwavering commitment to education and personal sacrifice allowed their sons the opportunity to obtain college degrees. The scholarship is awarded to students who demonstrate the qualities of leadership, achievement, character, and affability. Preference is given to students from Hampton Roads, Virginia.

THE LEWIS HARRISON DREW AND NELLIE PEYRONNET DREW SCHOLARSHIP was established by the class of 1960 to honor its classmate and his wife upon his retirement in 2000. Dean Drew served the College for thirty-seven years, thirty as Dean of Students, always emphasizing honor and integrity. His wife Nell entertained often in their home and befriended numerous students over the years. Preference is given to students who have demonstrated excellent character and citizenship, and a high level of service to others.

THE JESSIE BALL duPONT MEMORIAL SCHOLARSHIP was established in 1978 by a gift from the Jessie Ball duPont Fund of Jacksonville, Florida.

THE ANDREW H. EASLEY AND ANNE O. EASLEY SCHOLARSHIP was established in 1986 by the Andrew Horsley Easley and Anne Owen Easley Charitable Trust of Lynchburg, Virginia. This scholarship is designated for students from the Lynchburg area.

THE EDMONDSON FOUNDATION SCHOLARSHIP was established in 1996. The Foundation was established by the late William P. Edmondson, who noted the need for financial aid to students. His efforts have been continued by his wife, Mrs. Frances T. Edmondson, and by his son, Dr. William P. Edmondson, Jr. '56. Preference is given to Virginia residents, and it is requested, but not required, that recipients at some future date repay grants to help perpetuate the scholarship.

THE H. H. AND R. C. EDMUNDS SCHOLARSHIP was established in 1989. Awards are restricted to those students who have financial need and reside in Halifax County, Virginia. Character, leadership, a strong religious background, and a desire to achieve academically are attributes that the scholarship committee considers in making an award. It is also the desire of the donor that the recipients of this scholarship give serious consideration to making a similar financial commitment to the College for scholarship support for future applicants from Halifax County. Should no one qualify for this scholarship in any given year, the award is reapplied to the scholarship endowment, thereby increasing the award for the next recipient.

THE REBECCA KING EVANS SCHOLARSHIP was established in 1999 by Edward Jones Evans '38, M.D., of Huntington, West Virginia. The scholarship is awarded to a deserving student at the discretion of the College.

THE ALLEN MEAD FERGUSON SCHOLARSHIP was established in 2001 by a gift from former Trustee (1994-2000) and Mrs. Allen Mead Ferguson of Richmond, Virginia, in honor of their son, T. Rutherford Ferguson '95. The Scholarship is awarded to an industrious student with demonstrated need. Preference is given to a graduate of St. Christopher's School, then to a resident of Richmond, and then to a resident of the state of Virginia. The recipient should have an expressed interest in economics, business, or some area of the humanities.

THE JAY G. FERGUSON SCHOLARSHIP was established in 1992 by a gift from Mr. and Mrs. J. Gray Ferguson of Staunton, Virginia, in honor of their son, J. G. Ferguson '89. This scholarship is awarded to students with financial need who have shown industry but not necessarily proven academic skills that would entitle them to a scholarship based solely on academic excellence. Preference is given to residents of Staunton and Augusta County, Virginia.

THE JULIA BOLTON FLEET SCHOLARSHIP was established in 1995 by Julia B. Fleet, who developed an interest in and affection for the College, as well as a desire to help support its students. Preference is given to students with financial need who maintain a grade-point average of 2.5 or higher.

THE S. DOUGLAS FLEET SCHOLARSHIP was established in 1983 by S. Douglas Fleet. The scholarship is awarded to students in financial need to provide the difference between an award made by the College and the student's full need.

THE JOHN BENJAMIN FLIPPEN SCHOLARSHIP was established in 1980 by a bequest of Sue Gray Cooper and her husband, Ransome Cooper, Jr., in memory of her father, John Benjamin Flippen, class of 1871, of Cumberland, Virginia.

THE GEORGE C. "CHIP" FREEMAN III MEMORIAL SCHOLARSHIP was established in memory of George C. "Chip" Freeman III '76 by his parents, Mr. and Mrs. G. C. Freeman, Jr. '52, and his brother, Douglas M. Freeman, and is funded by the George C. Freeman III Memorial Trust. The annual scholarship was established in 1974; in 1999 it became an endowed scholarship. This scholarship is awarded to incoming freshmen interested in pursuing a career in teaching and/or coaching, other youth-oriented work, or full-time Christian service.

THE STOKELEY FULTON SCHOLARSHIP was established in 1985 in memory of John Stokeley Fulton '55, a coach for three decades at Hampden-Sydney College.

THE WILLIAM LUCKE GARLICK MEMORIAL SCHOLARSHIP was established in 1975 by Dr. R. Cecil Garlick, Jr. '23, of Charlottesville, Virginia, in honor of his late brother, who attended Hampden-Sydney in 1920-21. The fund is used to aid students to study in foreign countries.

THE ARTHUR S. GEAR, JR., SCHOLARSHIP was established in 1999 by Dr. Arthur S. Gear, Jr. '55, of South Hill, Virginia. Preference is given to students from the Virginia counties of Mecklenburg, Lunenburg, and Brunswick who are majoring in the sciences.

THE RICHARD McEWEN GERMAN, JR. '40, AND MARJORIE WOLFF GERMAN SCHOLARSHIP was established in 1995 by Dr. and Mrs. Richard M. German, Jr. This scholarship is awarded to students who demonstrate financial need.

THE THOMAS EDWARD GILMER SCHOLARSHIP was established in 1990 by Russell E. '38 and Thelma T. Fox as a memorial to Dr. Thomas E. Gilmer '23. Dr. Gilmer was professor of mathematics and physics at Hampden-Sydney from 1927 to 1971 and president of the College from 1960 to 1963. Preference is given to students who elect to major in physics or, alternatively, any field of science offered as a major.

THE ALFRED P. GODDIN SCHOLARSHIP was established in 1994 by Mr. C. Hobson Goddin '45 in memory of his father, Alfred P. Goddin '10. This scholarship is awarded to students who demonstrate financial need.

THE IRENE W. GOODE AND JOSHUA W. CHAPMAN '96 SCHOLARSHIP was established in 1997 by Mr. and Mrs. James H. Chapman III of Salem, Virginia, in memory of his mother, Irene W. Goode, and in honor of his son, Joshua W. Chapman '96. Preference is given to students from the state of Virginia who are active members of a Hampden-Sydney social fraternity.

THE SCOTT C. GOODMAN '82 SCHOLARSHIP was established in 1986 by Scott C. Goodman and his grandmother, Mrs. Helen S. Lanier, who passed away in 1997. The scholarship is awarded to a student who has demonstrated

those qualities of leadership, achievement, organization, assertiveness, and affability which so well suit a young man for success in life. Preference is given to students from Georgia.

THE PHILIP M. GRABILL, JR. '71, MEMORIAL SCHOLARSHIP was established in 1997 by friends and family members as a memorial to Mr. Grabill. The scholarship is awarded to students in good academic standing, deserving of financial assistance. Preference is given to students from Virginia's Shenandoah Valley region.

THE HORACE A. GRAY FAMILY SCHOLARSHIP was established in 1978 by a bequest of Pearl F. Gray of Richmond, Virginia.

THE RANDOLPH BRYAN GRINNAN SCHOLARSHIP was established in 1988 by Dr. and Mrs. Randolph Bryan Grinnan, Jr.; their sons, R. Bryan Grinnan III '57 and Dr. George L. B. Grinnan '57, all of Norfolk; and Dr. Richardson Grinnan of Richmond, Virginia. It was given in memory of their father and grandfather, the Reverend Dr. Randolph Bryan Grinnan, class of 1879, one of the first Presbyterian missionaries to Japan. This fund aids students who demonstrate financial need, with preference given to children of the clergy.

THE CHARLES CALLAWAY GUTHRIE SCHOLARSHIP was established in 1968 by Mr. and Mrs. J. Dennett Guthrie in honor of Mr. Guthrie's father. The scholarship has been supplemented by gifts from Mr. Charles R. Guthrie '19, also a son of Charles Callaway Guthrie.

THE THOMAS O. GWALTNEY III SCHOLARSHIP was established in 1992 by a gift from Mr. Thomas O. Gwaltney III '43 of Virginia Beach, Virginia. This scholarship is awarded to students who demonstrate financial need.

THE FRED H. HANBURY, JR., SCHOLARSHIP was established in 1988 by Athena B. Hanbury of Farmville, Virginia, in memory of her husband, Fred H. Hanbury, Jr. '34. Preference is given to students from Prince Edward and the seven contiguous counties.

THE J. HARRISON '38 AND MARY DAVIDSON HANCOCK SCHOLARSHIP was established by Mr. and Mrs. Hancock in 1996. Awards are made to students demonstrating financial need who maintain a satisfactory academic performance.

THE HARDIN SCHOLARSHIP was established by gifts from Mr. and Mrs. Eugene B. Hardin, Jr., of Raleigh, North Carolina. This fund aids students from North Carolina and Virginia who demonstrate financial need.

THE HARDY-GIVEN MEMORIAL SCHOLARSHIP was established in 1997 by Dr. Fred T. Given, Jr. '49, and his wife, Jane Ozlin Given, of Norfolk, Virginia, in memory of his parents. The scholarship is awarded to students in good academic standing, deserving of financial assistance. Preference is given to students from Mecklenburg County or from the Virginia Tidewater region.

THE A. EPES HARRIS, JR., SCHOLARSHIP was established in 1992 by gifts from family members, alumni, friends, and colleagues in memory of Dr. A. Epes Harris, Jr. '46. Well known in the medical profession as "the father of Virginia family practice," Dr. Harris founded the Blackstone Family Practice, which provides a uniquely successful resident training facility for family practice physicians. It also serves as the rural branch of the Medical College of Virginia's family-practice department. The scholarship is awarded to students pursuing a career in medicine who supplement their pre-medical studies with a solid background in the liberal arts. Preference is given to residents of the Southside area of Virginia.

THE H. HITER HARRIS SCHOLARSHIP FOR EXCELLENCE IN MATHEMATICS OR ECONOMICS was given in 1988 by H. Hiter Harris, Jr., Trustee, and H. Hiter Harris III '83. This scholarship is awarded annually to a rising sophomore, junior, or senior who has demonstrated academic excellence in mathematics or economics, exhibited qualities of strong personal character and integrity, and displayed outstanding leadership in campus activities. Although the scholarship is not limited to this group, preference is given to a mathematics or economics major. A minimum grade-point average of 3.0 must be maintained to extend the scholarship for the following year. Financial need is considered but is not a criterion in the awarding of this scholarship.

THE HARRISON INTERNATIONAL SCHOLARSHIP was established in 1988 by the Francena T. Harrison Foundation Trust in memory of Robert C. and Francena T. Harrison. This scholarship offers aid to students for study and travel in the British Isles.

THE ANNA CARRINGTON HARRISON LEADERSHIP SCHOLARSHIP was estab-

lished as a memorial to his mother by Mr. Fred N. Harrison of Richmond, Virginia, long-time member of the College Board of Trustees, and continued by his family.

THE HATTEN SCHOLARSHIP was established in 1994 by a gift from Robert R. Hatten '69 in honor of his parents, Dr. John Q. Hatten '44 and Mary Lou Hatten. This scholarship is awarded to outstanding students with demonstrated financial need, and preference is given to those students who are members of religious or ethnic minorities.

THE WILLIAM RANDOLPH HEARST SCHOLARSHIP was created by the Hearst Foundation, Inc., in an effort to provide educational opportunity to underrepresented, low-income, and minority populations. Hearst Scholarships are awarded to ethnic minority or economically disadvantaged students.

THE HEREFORD-CRUMMETT WEST VIRGINIA SCHOLARSHIP was established by family members and friends in memory of Joe C. Hereford '43 and Douglas C. Crummett '43 of Charleston, West Virginia. The scholarship is awarded to students with financial need who are in good academic standing, with preference given to students from West Virginia.

THE WILLIAM R. HILL, JR., MEMORIAL SCHOLARSHIP was established in 1992 by gifts from the Hill family in memory of William R. Hill, Jr. '36, and was supplemented by gifts from trustees, alumni, parents, and friends. A loyal and dedicated alumnus, Mr. Hill served the College as a trustee from 1977 to 1988. The scholarship is awarded on the basis of financial need.

THE ROSELYN C. HINES MEMORIAL SCHOLARSHIP was established in 1990 by Ralph P. Hines of Farmville, Virginia. It is awarded to those students who have demonstrated academic superiority in their secondary-school careers, as well as outstanding qualities of citizenship and leadership in the community. Recipients may hold this scholarship for the full four years of their college careers, subject to annual review. Preference is given to students from Prince Edward County and the seven contiguous counties.

THE HOWARD WESLEY HITE MEMORIAL SCHOLARSHIP was established by a bequest from Mr. Hite, a native of Halifax County, Virginia. The scholarship is awarded to students who demonstrate financial need.

THE WARREN W. HOBBIE SCHOLARSHIPS were established in 1959 and later supplemented by gifts from Mr. Warren W. Hobbie of Roanoke, Virginia, a former member of the Board of Trustees.

THE WARREN W. HOBBIE SCHOLARSHIPS IN BUSINESS ETHICS were established by the Warren W. Hobbie Charitable Trust of Roanoke. Two-year merit scholarships are awarded to selected juniors planning to enter business or related service professions.

THE GLADYSE J. HOLLAND SCHOLARSHIP was established in 1990 in her honor by her sons, Mr. Richard J. Holland, Dr. Clarence A. Holland '52, and Dr. William E. Holland. Awards are made to students who demonstrate financial need.

THE ABNER CRUMP HOPKINS SCHOLARSHIP was established in 1992 in memory of three generations of Abner Crump Hopkinses, all of whom received both undergraduate and honorary degrees at Hampden-Sydney. Abner Crump Hopkins was class of 1855, D.D., 1883; Abner Crump Hopkins, Jr., was class of 1888, D.D., 1925; and Abner Crump Hopkins, Jr., was class of 1930, LL.D., 1975. This scholarship is awarded to students who demonstrate financial need.

THE ANNA BLACK AND C. RANDOLPH HUDGINS, JR. '46, SCHOLARSHIP was established in 1991 by gifts from Mr. and Mrs. C. Randolph Hudgins, Jr. '46, of Norfolk, Virginia. This scholarship is awarded to students who demonstrate financial need. Preference is given to residents of Norfolk, Virginia Beach, or Portsmouth, Virginia, who have demonstrated talents for creative activities or entrepreneurial efforts and who have participated in the worship and work of either the Presbyterian or Episcopal church in their community.

THE EDWIN E. HUNDLEY SCHOLARSHIP was established in 1992 by a bequest from Elizabeth E. Hundley in memory of Edwin Elisha Hundley 1878. The award is given to a student who demonstrates financial need.

THE HURT SCHOLARSHIP was established in 1997 by Dr. W. Glenn Hurt '60 of Richmond, Virginia. The scholarship is intended to assist students with financial need and superior academic achievement. Preference is given to students from Virginia.

THE ROBERT F. HUTCHESON III '35 SCHOLARSHIP was established in 1999 by Mrs. Madeline Hutcheson in memory of her husband. Awards are made to students who demonstrate financial need and who are in good academic standing.

THE HENRY Y. INGRAM SCHOLARSHIP was established in 1992 by a bequest from Hazel Danne Lancaster Ingram in memory of her husband, a member of the graduating class of 1919. The scholarship is for students who have successfully completed their freshman year and is based on financial need.

THE THOMAS WYNDHAM JAMISON MEMORIAL SCHOLARSHIP was established in 1990 by Mr. George B. Cartledge, Jr. '63, Mr. George B. Cartledge, Sr., Mr. Charles I. Lunsford II '64, and Mr. Robert H. Bennett, Jr., of Roanoke, Virginia, in memory of their classmate and friend, Mr. Thomas Wyndham Jamison '62. Awards are based on financial need with preference given to residents of Roanoke, Virginia.

THE J. MONROE JOHNS SCHOLARSHIP was established in 1988 by J. Monroe Johns of Farmville, Virginia. The scholarship is awarded to students who demonstrate evidence of financial need. Preference is given to residents of Prince Edward and the seven contiguous counties.

THE ALBERT SIDNEY AND VIRGINIA PARLETT JOHNSON MEMORIAL SCHOLARSHIP was established in 1966 by a gift from Mr. Robert D. Johnson '36. The award is given to a deserving upperclassman who demonstrates financial need.

THE JOHNSON & HIGGINS, INC., SCHOLARSHIP was established in 1988 by Johnson & Higgins of Virginia, Inc., in Richmond.

THE EVA Y. JONES SCHOLARSHIP was established in 1958 by the Second Presbyterian Church of Roanoke, Virginia, to be awarded to a student studying for the ministry. Preference is given to a member of the Presbyterian faith.

THE SAMUEL S. JONES PHI BETA KAPPA SCHOLARSHIP IN THE NATURAL SCIENCES was established in 1984 by Samuel S. Jones '43 to assist gifted students in the natural sciences.

THE JOHN G. KIEFER SCHOLARSHIP was established in 1989 by the Kiefer families of

Maryland. The scholarship is awarded to students majoring in a non-scientific field with preference given to residents of the state of Maryland.

THE ROBERT WATKINS KING SCHOLARSHIP was established by gifts from Robert W. King, Jr. '52, in memory of his father, a member of the class of 1918.

THE KIRBY INTERNATIONAL STUDENT SCHOLARSHIP is awarded to an international student who will benefit most from Hampden-Sydney's educational experience while contributing to the life of the College.

THE LAWSON-JOHNSTON SCHOLARSHIP was established in 1993 by Robert W. Lawson, Jr. '30, of Charleston, West Virginia, in memory of his father, Robert W. Lawson; his mother, Mary Easley Craddock Lawson Johnston; and his stepfather, Lewis D. Johnston. The scholarship is awarded to students in good academic standing, deserving of financial assistance. Preference is given to students from Halifax County, Virginia, or Kanawha County, West Virginia.

THE HAROLD G. LEGGETT SCHOLARSHIP was established in 1983 by Hallie Leggett Townsend of Durham, North Carolina, in honor of her brother and supplemented by gifts from other family members.

THE LeHEW SCHOLARSHIP was established by the families of Dr. Willette L. LeHew '57 of Norfolk and Dr. Richard A. LeHew '59 of Richmond in honor of their father, Dr. Allen Edwin LeHew, and in memory of family members: Rowena Radcliffe LeHew, their mother, and Myrene Putnam LeHew, Dr. Willette L. LeHew's wife. Preference is given to students from Alleghany County, Virginia.

THE FREDERICK BRUCE LEYS '43 MEMORIAL SCHOLARSHIP was established in 1997 by a bequest of Frederick Bruce Leys '43 of Petersburg, Virginia. The scholarship provides financial assistance to students who demonstrate need.

THE JAMES F. LIPSCOMB '66 SCHOLARSHIP was established in 1997 by Mr. Lipscomb of Richmond, Virginia, to provide assistance based on financial need. Preference is given to students from Henrico or Hanover County who participate broadly in campus extracurricular activities.

THE HERBERT G. AND REVA T. LONAS SCHOLARSHIP was established in 1985 by a gift from East Coast Oil Corporation of Richmond, Virginia, in honor of Mr. and Mrs. Lonas. This scholarship is administered by the Honors Council as part of the College's Honors Awards. It is one of the endowments which fund the Madison Scholarships, named in honor of President James Madison, a Charter Trustee of the College. These scholarships are reserved for exceptionally qualified students.

THE ALFRED L. LORRAINE, JR., MEMORIAL SCHOLARSHIP was established in 1954 by Alfred L. Lorraine, Sr. '14, and Louise Kellogg Lorraine of Richmond, Virginia, in memory of their son. Alfred L. Lorraine, Jr., a member of the Class of 1943, left Hampden-Sydney to volunteer for service in the U. S. Navy in June of 1942. He was reported missing in action over the Philippines on September 25, 1944. The scholarship is awarded to worthy students in need of financial assistance. Preference is given to descendants of Alfred Lorraine, Sr. '14, and Louise Kellogg Lorraine.

THE LOWE-DRAPER SCHOLARSHIP was established in 1990 by Dr. Richard H. Lowe, Jr. '40, and Mr. W. Lynwood Draper. Awards are based on financial need with preference given first to residents of Roanoke City or Roanoke County, Virginia, then to any Virginia resident with need. Although it is not a requirement, recipients are requested to contribute to the Lowe-Draper Scholarship after graduation as their circumstances permit so that the scholarship endowment will continue to grow for the benefit of future generations of students.

THE WILLIAM WEBSTER LUCADO MEMORIAL SCHOLARSHIP was established in 1991 by a gift from Corneille Lucado, his wife. Mr. William W. Lucado '50 was a dedicated alumnus and a member of the Board of Trustees from 1988 to 1991. This scholarship is awarded to students who demonstrate financial need. Preference is given to those who actively participate in campus extracurricular activities.

THE GRANGER AND ANNE MACFARLANE SCHOLARSHIP was established in 1986 by John G. III '76 and Dudley W. Macfarlane and named in honor of his parents. This fund is administered by the Honors Council as part of the College's Honors Awards. It is awarded to students from Virginia on the basis of outstanding leadership characteristics demonstrated in their secondary

school careers and superior academic achievement. Preference is given to students from Roanoke and contiguous counties.

THE JAMES J. MARSHALL, JR., SCHOLARSHIP was established by gifts from Mr. J. J. Marshall, Jr. '34, of New York City. The scholarship is administered by the Honors Council as part of the College's Honors Awards.

THE SAMUEL McDOWELL MARTIN AND VIRGINIA K. MARTIN MEMORIAL SCHOLARSHIP was established in 1982 by a bequest from Mrs. Martin. Preference is given to students who intend to enter the medical profession or the ministry.

THE JAMES BUCKNER MASSEY SCHOLARSHIP was established as an annual scholarship in 1957 by Dr. Frank M. Ryburn '45 of Lubbock, Texas. Additional gifts from Mr. and Mrs. Joseph T. Trotter '35 of Harrisonburg, Virginia, and other family members fully endowed this fund in memory of Dr. James Buckner Massey, professor of Bible from 1919 to 1952. The recipient must demonstrate financial need.

THE ELIZABETH LONG MAYES SCHOLARSHIP was established by D. Carleton "Gus" Mayes '36 in loving memory of his wife. The scholarship is presented annually, based on need, to a number of students with preference first given to students from Dinwiddie County, then to students from Virginia, and then to students from the Southeast.

THE PHILIP W. MCKINNEY SCHOLARSHIP was established in 1964 by a bequest from the estate of Frankie McKinney Van Winkle in honor of her father, Governor Philip W. McKinney, class of 1851.

THE H. W. McLAUGHLIN SCHOLARSHIP was established in 1999 by the grandchildren of Dr. Henry W. McLaughlin, class of 1873, and Nelle Brown McLaughlin to honor the pioneering courage, humanitarian spirit, and love of learning which they both exemplified while ministering to rural mountain congregations in Virginia and West Virginia. Dr. McLaughlin's career as an innovative agriculturist, banker, and national leader of rural development for the Presbyterian Church personified the intellectual diversity Hampden-Sydney promotes. The scholarship is intended to assist students with financial need and superior academic achievement to achieve a diverse educational experience.

THE McVEY MEMORIAL SCHOLARSHIP was established in 1986 by gifts from George Jennings McVey '61 and Henry Hanna McVey III '57 and supplemented by a bequest from the estate of Eva Jennings McVey. The fund is in memory of the donors' father and husband, Henry Hanna McVey, Jr. '12. Scholarships are awarded to well-rounded students who demonstrate leadership both in and out of the classroom and who show financial need.

THE EDMONIA CARRINGTON METCALF INTERNATIONAL SCHOLARSHIP was established in 1990 by a bequest from her estate. This scholarship is awarded, based on need, to rising juniors and seniors who wish to study abroad for one or two semesters in the field of their major.

THE DR. RICHARD A. MICHaux SCHOLARSHIP was established in 1991 by a gift from Dr. Richard A. '34 and Julia Gray Michaux of Richmond, Virginia. Students who wish to qualify for this award must demonstrate a minimum financial need of 30% of full costs, including tuition, fees, and room and board. Preference is given to students preparing for graduate study in medicine. Recipients must maintain a sufficient grade-point average, as determined by the Director of Financial Aid, that will enable them to be accepted into a medical school.

THE BEN AND MAYO MOOMAW SCHOLARSHIP was established by the gifts of Mr. and Mrs. Benjamin Franklin Moomaw of Lynchburg, Virginia. The scholarship is administered by the Honors Council as part of the College's Honors Awards.

THE FRED MAY MORTON AND MARY MORTON PLATT SCHOLARSHIP was established in 1963 by a gift from Mary Morton Platt of Baltimore, Maryland, in memory of her brother. The fund has been supplemented by gifts from the Theodore H. Barth Foundation.

THE HEBER JONES MORTON SCHOLARSHIP was established in 1984 by a bequest from the estate of Mary Womack Morton in memory of her husband, Dr. Heber Jones Morton 1905. The scholarship is designated for the assistance of pre-medical students.

THE HARRY HAVENER MUNROE SCHOLARSHIP was established by a bequest from Elizabeth Munroe Jones of Laurinburg, North Carolina, in memory of her father, Harry Havener Munroe 1901, D.D. '26. Preference is given to students of high scholastic standing.

THE JOSEPH LEE AND MARGARET EAST NELSON MEMORIAL SCHOLARSHIP was established in 1976 by Mrs. Nelson to provide scholarships for students of superior academic ability who are in need of financial assistance. Preference in selecting recipients for scholarships is afforded Virginia students of the Christian faith who have formed a present intention to seek full-time Christian service as ordained ministers or missionaries, or, in the alternative, preference is afforded students who have formed a desire to enter the teaching profession.

THE MAURICE NOTTINGHAM, JR., SCHOLARSHIP was established in 1988 by gifts from Dr. and Mrs. Maurice Nottingham, Jr. '56, and their sons, James M. Nottingham '83 and Robert R. Nottingham '85 of Richmond, Virginia. This scholarship is awarded to students who demonstrate financial need. Preference is given to pre-medical students from the Eastern Shore of Virginia.

THE WALLACE C. NUNLEY SCHOLARSHIP was established by Dr. Wallace C. Nunley '44 of Clifton Forge, Virginia, and Dr. Wallace C. Nunley, Jr. '69.

THE THEODORE G. OFFTERDINGER, JR., AND VIRGINIA C. WILLIAMSON SCHOLARSHIP was established in 1981 through gifts from Mr. and Mrs. Theodore G. Offterdinger, Sr. '41, and friends in memory of Theodore G. Offterdinger, Jr. '74, and Virginia C. Williamson. Preference is given to students who have demonstrated academic excellence and outstanding leadership characteristics in their secondary-school careers. The scholarship is administered by the Honors Council as a part of the College's Honors Awards.

THE HINTON BAXTER AND EMMA RESSLER OVERCASH MEMORIAL SCHOLARSHIP was established in 1996 by Miss Dorothy Overcash of Winchester, Virginia, in memory of her parents. Awards are made to students in good academic standing, deserving of financial assistance, with preference given to students who demonstrate diligence and integrity.

THE JOHN ATKINSON OWEN SCHOLARSHIP was established in 1998 by Dr. John A. Owen, Jr. '45, of Charlottesville, in memory of his father, Dr. John A. Owen, Sr., class of 1899. The scholarship is awarded to students with financial need, with preference given to residents of the South Central Virginia counties of Brunswick, Charlotte, Halifax, Lunenburg,

Mecklenburg, and Prince Edward. Additional preference is given to Presbyterian students.

THE RICHARD C. PARKER SCHOLARSHIP was established in 1980 by Mr. and Mrs. William A. Parker, Jr., and their son, Richard C. Parker '81. The scholarship carries a minimum stipend of \$750 and is awarded each year to a freshman who has demonstrated those qualities of leadership, organization, assertiveness, and affability which so well suit a young man for a business career. Preference is given to students from Georgia.

THE TRUMAN ALFRED PARKER SCHOLARSHIPS were established by a bequest from Judith H. M. Parker of La Jolla, California. Students in the pre-medical program are given preference.

THE WILLIAM C. PEAKE '51 SCHOLARSHIP was established in 1995 by Ferguson Enterprises in honor of Mr. Peake's long and accomplished career with the Company. First employed by Ferguson in 1955, Mr. Peake became its Executive Vice President in 1989. The endowment was funded by Ferguson Enterprises and Wolesey plc, and by Mr. Peake's friends, business associates, and family members. The scholarship is administered by the Honors Council as part of the College's Honors Awards.

THE PHILIP MORRIS SCHOLARSHIP was established in 1982 in memory of Benjamin A. Soyars '40 for his long and dedicated service to the Philip Morris Company and the College. Each year four students are chosen as Philip Morris Scholars.

THE JACK H. POWELL SCHOLARSHIP was established in 1993 by Dr. Jack H. Powell, Jr., and Dr. J. H. Powell III '73. This scholarship is awarded to students who demonstrate financial need and who uphold the ideals of Hampden-Sydney College. Preference is given to students from Newnan, Georgia, and surrounding Coweta County.

THE WILLIAM T. PUGH MEMORIAL SCHOLARSHIP was established in 1968 by Mr. and Mrs. John Tucker Percy of Lynchburg, Virginia, in memory of Dr. Pugh '23, a former member of the Board of Trustees. Additional gifts to this fund were made by Central Fidelity Bank of Lynchburg, family members, and friends. The scholarship is awarded to pre-medical students.

THE READ-LANCASTER MEMORIAL SCHOLARSHIP was established through

gifts from Mrs. Edmonia C. L. Metcalf of Charlottesville, Virginia, in memory of her mother, Mrs. Agnes Elizabeth Read Lancaster, and her uncles, Mr. Abram Carrington Read, class of 1883, and Mr. Isaac Mayo Read, class of 1887. In addition to recognizing her immediate family, Mrs. Metcalf specified the scholarship as a memorial to the Reads of "Greenfield," Charlotte County, Virginia.

THE SAMUEL MACON REED SCHOLARSHIP was established by Frederick W. Young, Jr. '44, of Knoxville, Tennessee, in memory of Samuel Macon Reed, who served the College from 1922 through 1950 as a professor of mathematics, and from 1923 through 1936 as dean. Preference is given to juniors or seniors majoring in mathematics or computer science, or to sophomores who plan to major in those disciplines. Students should demonstrate financial need and be in good academic standing.

ANDERSON M. RENICK, JR., M.D., SCHOLARSHIP was established in 2000 by Dr. Renick '51. The Financial Aid office at Hampden-Sydney College awards the scholarship to a different recipient each year. The selected student must be in good academic standing, and preference is given to students who are pursuing health sciences or medicine as a career.

THE RICHARD S. REYNOLDS SCHOLARSHIP was established in 1989 by the Richard S. Reynolds Foundation of Richmond, Virginia. This scholarship honors the founder of Reynolds Metals Company for his pioneer leadership and philanthropic generosity.

THE GEORGE RICHARDSON, JR., SCHOLARSHIP was established in 2000 by Robert M. Richardson '38 and his wife Elizabeth R. Richardson, in memory of Mr. Richardson's father, George Richardson, Jr., class of 1910. The Financial Aid office at Hampden-Sydney College awards the scholarship to students in good academic standing and of good character who demonstrate financial need and who have completed their freshman year. Recipients are asked to repay the scholarship funds they receive to the College's scholarship endowment as soon after graduation as their circumstances permit, so that the scholarship endowment will continue to grow for the benefit of future generations of students. Preference is given to students from West Virginia and Virginia.

THE TINA RICHARDSON SCHOLARSHIP was established in 1975 by Mrs. A. B. Richardson

of Roanoke, Virginia.

THE CLARENCE B. ROBERTSON MEMORIAL SCHOLARSHIP was established in 1969 by a bequest from Mr. Robertson '15, a former member of the Board of Trustees.

THE C.F. SAUER SCHOLARSHIP was established by The C.F. Sauer Company and Conrad F. Sauer IV '72 in 2004 to honor his family and to enrich the lives of countless young men who otherwise might not gain the benefits of a Hampden-Sydney education. First preference is given to students with demonstrated need from Douglas S. Freeman High School, then to students from Henrico County, and finally to students from the contiguous counties. It is the hope of the family that the recipients will become involved members of their communities and that they, at some future date, consider supporting the scholarship with the resources available to them.

THE JOHN B. AND PEGGY C. SCHUG SCHOLARSHIP was established in 1999 by Dr. John B. Schug '52 and his wife, Peggy C. Schug, of Charlotte, North Carolina. They honor the memory of Mrs. Schug's father, Tyrus (Ty) Raymond Cobb, Jr., and grandfather, Tyrus (Ty) Raymond Cobb, Sr. The scholarship is awarded to upperclassmen in good academic standing who demonstrate financial need. Preference is given to well-rounded students who participate in extracurricular activities.

THE SCOTT & STRINGFELLOW INVESTMENT CORP. SCHOLARSHIP was established in 1991 by Scott & Stringfellow Investment Corp., Richmond, Virginia. Preference is given to students who express interest in teaching careers.

THE SHUMADINE SCHOLARSHIP was established in 1992 by gifts from Hampden-Sydney College Trustee and Alumnus William F. Shumadine, Jr. '66, of Richmond in memory of his father, Dr. William F. Shumadine. Income from the fund is used in support of students in good academic standing and deserving of financial assistance.

THE FRANK J. AND MARY ALICE SIMES SCHOLARSHIP was established in 1994 by Dr. Frank J. and Mrs. Mary Alice Simes. Dr. Simes is a former academic dean and professor of the College. Awards are based on demonstrated financial need. Preference is given to students who display leadership qualities.

THE BRADLEY SCOTT SIMMS SCHOLARSHIP

SCHOLARSHIP was established in 2001 by alumni, family, and friends as a memorial to Brad Simms '85, a third-generation graduate of Hampden-Sydney College and a member of the football team and Kappa Alpha Order. The scholarship is awarded every four years to an incoming freshman who demonstrates financial need and is not under consideration for an honors scholarship. First preference is given to students from Martinsville or Fredericksburg, Virginia, and their surrounding counties, and then to students from the state of Virginia. It is hoped that upon graduation the young men who receive this scholarship will contribute to its growth, thus giving back to others what was given to them.

THE WILLIAM E. SIMON SCHOLARSHIP was established in 1999 with a grant from the William E. Simon Foundation, to support the belief that the free-enterprise system that has served America and her people so well depends for its survival on keeping opportunities for advancement open to everyone. The scholarship is named for financier and philanthropist William E. Simon, who served as U.S. Secretary of the Treasury from 1974 to 1977. Preference is given to students with financial need who demonstrate outstanding extracurricular achievement, sound moral character, and leadership potential.

THE JOHN SMITH SIMPSON, JOHN DABNEY SIMPSON, AND JAMES LUPTON SIMPSON MEMORIAL SCHOLARSHIP was established in 2000 by a gift from Helen B. Simpson of Paeonian Springs, Virginia, as a memorial to her father, John Smith Simpson, class of 1877, and her two brothers, John Dabney Simpson and James Lupton Simpson, both of the class of 1925. All of these men taught school in Loudoun County, Virginia. Preference is given to students pursuing a career in education and first to students who are from Loudoun County or Harrisonburg, Virginia.

THE HAROLD W. AND NELL R. SMITH SCHOLARSHIP was established in 2002 through the Estate of Nell Remines Smith. Mrs. Smith's husband, Harold Whitley Smith, was a member of the Class of 1934 and owner and manager of Harold Smith Ford and Mercury for forty-three years. The Financial Aid office at Hampden-Sydney College awards the scholarship to students in good academic standing who demonstrate financial need. Preference is given first to students from Buchanan County, Virginia; secondly to those from Southwest Virginia; and then to those from Virginia.

THE REGINALD GILBERT SMITH SCHOLARSHIP

SCHOLARSHIP was established in 1986 by gifts from alumni, parents, and friends who wished to honor Mr. Smith, a long-time employee of the College. The fund aids minority students with preference given to graduates of Prince Edward County High School.

THE RICHARD OWEN "RICK" SNYDER '74 MEMORIAL SCHOLARSHIP was established in 1997 by Mr. and Mrs. Owen A. Snyder of Richmond, Virginia, in memory of their son. The scholarship is awarded to students in good academic standing and deserving of financial assistance.

THE S. BRUCE AND GLADYS CURTIS SPENCER SCHOLARSHIP was established in 1986 by Mr. and Mrs. S. Bruce Spencer '37 of Farmville, Virginia, to provide assistance based on financial need to those participating broadly in campus extracurricular activities. The scholarship is awarded to North Carolina and Virginia students with preference to residents of Buckingham, Cumberland, and Prince Edward Counties of Virginia.

THE WILLIS McCOLLUM SPRINKLE SCHOLARSHIP was established in 2001 by Mrs. Irma C. Sprinkle of Marion, Virginia, in memory of her husband, Dr. Willis M. Sprinkle, class of 1920. The scholarship is awarded to students entering or previously enrolled in the Pre-medical Studies program. First preference is given to students from Smyth County, Virginia; then to students from the Virginia counties of Grayson, Tazewell, Washington, and Wythe; then to students from the Virginia counties of Bland, Buchanan, Carroll, Dickinson, Lee, Russell, Scott, and Wise, and the Cities of Bristol, Galax, and Norton. Should there be no students from these geographical areas, the scholarship is awarded to students from the Commonwealth of Virginia at large.

THE SPRINT FOUNDATION SCHOLARSHIP was established in 1990 by the Centel Foundation of Chicago, Illinois, to recognize the contributions of Wilson B. Garnett, a native of Prince Edward County, to the Centel Corporation. Preference is given to students from Prince Edward County.

THE STAMPS SCHOLARSHIP was established in 1936 by a gift from Mrs. F. S. Royster of Norfolk, Virginia, in memory of her father, Dr. William L. Stamps, and of her brothers, Mr. Edward R. Stamps, class of 1867, and Dr. Thomas Stamps, class of 1868.

THE C. V. STARR SCHOLARSHIP was established by the Starr Foundation of New York. Recipients of the Starr Scholarship are selected on the basis of superior intellectual achievement and outstanding leadership characteristics, as well as financial need.

THE HERBERT R. STOKES SCHOLARSHIP was established in 1989 by a gift from Mr. Herbert R. Stokes '40 of Farmville, Virginia, in memory of his grandfather, Colin Stokes, class of 1865, his father, Herbert T. Stokes, class of 1897, and his uncle, H. Straughan Stokes, class of 1900. Preference is given to residents of Prince Edward and the seven contiguous counties.

THE GEORGE ELLIS SUMMERS SCHOLARSHIP, honoring Ellis Summers, a graduate of the Class of 1997, was established in 1998 by his father, George Ellis Summers, and augmented by a gift from Charles Hill Jones, Jr., a Trustee of the College. The scholarship is awarded with preference given to an industrious student with demonstrated financial need who has yet to prove his academic skills and therefore would not be eligible for an honors scholarship. The recipient should be well rounded, have a keen interest in extracurricular activities, and be from one of the following areas: Long Island, New York, and the counties of Morris, Bergen, Essex and Middlesex in New Jersey; Fairfield County in Connecticut; Montgomery and Delaware Counties in Pennsylvania; and Palm Beach and Broward Counties in Florida.

THE ALGERNON SYDNEY SULLIVAN FOUNDATION ENDOWED SCHOLARSHIP was established in 2000 as an addition to the Sullivan Foundation's annual scholarship. It is awarded on the basis of demonstrated financial need, academic promise, high personal character, and commitment to public service.

THE SYDNROR FAMILY SCHOLARSHIP was established in 1999 by the Sydnor family of Charlottesville, Virginia. The Financial Aid Office at Hampden-Sydney College awards the scholarship to students in good academic standing.

THE ROBERT J. THALMAN SCHOLARSHIP was established in 2000 by alumni, family, and friends in honor of Coach Robert J. Thalman, who served on the College's coaching staff 1953-1960 and as Athletic Director and head football coach 1956-1960. This scholarship is awarded to students who demonstrate financial need.

THE EVELYN FITTS THOMAS SCHOLARSHIP was established in 1990 by a bequest from her estate. This scholarship is awarded to those students in the top third of their class who are pursuing a course of study in the pre-medical, pre-nursing, or another health-care field. Preference is given to residents of Henry or Patrick County, or the City of Martinsville, Virginia.

THE GRAVES H. THOMPSON '27 SCHOLARSHIP was established in 1996 by gifts from alumni, friends, and colleagues in honor of Dr. Graves H. Thompson '27, Blair Professor Emeritus of Latin. Preference is given to a Classics major, or otherwise to a student majoring in a field of the humanities. Financial need is only a secondary consideration.

THE TOPPING-LORRAINE SCHOLARSHIP was established in 2002 by William B. Graham '43 in honor of his two college roommates, George Olin Topping '43 and Lt. Alfred L. Lorraine, Jr. '43. Preference is first given to students in good academic standing from Virginia's Northern Neck and then to students from Virginia.

THE KATHERINE S. AND PAUL S. TRIBLE SCHOLARSHIP was established in 1983 by former U.S. Senator Paul S. Trible, Jr. '68, in honor of his parents. The scholarship is awarded to a Virginian who plans a career in business or government. The scholarship is administered by the Honors Council as part of the College's Honors Awards.

THE PAUL TRIBLE PUBLIC SERVICE PROGRAM SCHOLARSHIP was established in 1989 by former U. S. Senator Paul S. Trible, Jr. '68, of Virginia. A recipient is named annually from among those in the Public Service Certificate Program.

THE ALBERT JAMES TRUITT AND JULIA HARRISON TRUITT MEMORIAL SCHOLARSHIPS were established in 1949 through a bequest under the will of Julia E. Truitt of Norfolk, Virginia, and are given for the assistance of students studying for the ministry.

THE ACHILLES L. TYNES SCHOLARSHIPS were established in 1958 by the Misses Eliza I. and Frances M. Tynes of Tazewell, Virginia, in memory of their brother, a member of the class of 1894 and a trustee of the College for 36 years.

THE RICHARD MORTON VENABLE SCHOLARSHIP was established in 1964 by a gift of Mr. and Mrs. Richard Morton Venable '20

of Charleston, West Virginia. Mr. Venable was a direct descendant of Nathaniel Venable of "Slate Hill," one of Hampden-Sydney's founders and a Charter Trustee. The scholarship is administered by the Honors Council as part of the College's Honors Awards.

THE VERIZON SCHOLARSHIP was established in 1992 by gifts from Verizon Virginia, Inc. (formerly C & P Telephone Company of Virginia). It is awarded to students in good academic standing who demonstrate financial need.

THE VIAR SCHOLARSHIP was established in 1994 by Trustee Joseph F. Viar, Jr. '63. This scholarship is awarded to students who demonstrate financial need and who uphold the ideals of Hampden-Sydney College. In keeping with the Hampden-Sydney tradition of the well-rounded man, preference is given to students who participate in extracurricular activities.

THE WACHOVIA BANK, N.A., SCHOLARSHIP was established in 1991. Award is based on financial need; preference is given to students from Virginia who are economics majors.

THE WADDELL-GORDON SCHOLARSHIP was established in 1952 by Mr. James W. Gordon, Jr. '32, of Richmond, Virginia, as a memorial to Dr. James Waddell (1739-1805), "the blind preacher," and Colonel James Gordon of Lancaster County (1714-1768), leaders in the establishment of the Presbyterian Church in the Colony of Virginia. James Gordon's granddaughter and James Waddell's daughter, Janetta Waddell, was the wife of Archibald Alexander, third president of Hampden-Sydney College.

THE WEST VIRGINIA SCHOLARSHIP was established in 2003 by John B. and Katherine W. Long to encourage bright, well-rounded students from the state of West Virginia to attend Hampden-Sydney College. First preference is given to students from Fayette County and Raleigh County, West Virginia; then to students from the surrounding counties; and then to students from the state of West Virginia.

THE JOSEPH MOSS WHITE AND JOSEPHINE VIRGINIA BROWN WHITE SCHOLARSHIP was established in 1975 by Mr. Joseph W. White, Jr. '54, Mrs. James S. White, and Dr. Paul F. White '60 in honor of their parents, and supplemented by memorial gifts in honor of Mr. J. M. White '25.

THE GORDON C. WILLIS SCHOLARSHIP was established in 1985 by Gordon C. Willis '42 of Roanoke, Virginia, in memory of his brother, Holman Willis, Jr. '38. The scholarship is awarded to students who demonstrate evidence of financial need.

THE JASPER DENNIS WILSON SCHOLARSHIP was established in 1996 by his son, Hampden-Sydney President Samuel V. Wilson. Preference is given to African-American students and, to the extent practicable, to those who intend to major in English.

THE EDWARD W. WOLCOTT SCHOLARSHIP was established in the fall of 2000 in memory of Eddie Wolcott '43 by his classmates and friends. The scholarship is presented annually to a student who is in good academic standing and shows leadership abilities. Preference is given to students from the south Hampton Roads area.

THE JESSIE REAMES YOUNG AND CHARLES REAMES YOUNG SCHOLARSHIP was established by Mr. Fred W. Young, Sr. 1909, and supplemented by gifts from Mr. Fred W. Young, Jr. '44. Preference is given to residents of Dinwiddie County or Petersburg, Virginia.

ANNUAL SCHOLARSHIPS

Hampden-Sydney College recognizes the importance and generosity of the contributions of alumni, parents, and friends to the annual scholarship fund. Annual scholarships are not individually designated unless the donor has agreed to a significant annual contribution to be awarded each year over a number of years.

THE WILLIAM J. ADAMS IV '01 SCHOLARSHIP was established in 2004 by his parents and friends. Bill Adams was a graduate in the Class of 2001. During his time as a student, Bill was an active member of the Sigma Alpha Epsilon Fraternity and majored in Political Science. The scholarship is awarded to a student or students in good academic standing who demonstrate financial need. Preference is given to young men from the state of North Carolina.

THE BERNARD E. AND EDNA B. BAIN ANNUAL SCHOLARSHIP was established in 1981 by Mrs. Edna B. Bain of Lynchburg, Virginia, in memory of her husband, Mr. Bernard E. Bain '28, D.D. '52, and is awarded to students who are preparing for the Christian ministry.

THE JOHN M. BORDERS, M.D., MEMORIAL SCHOLARSHIP was established through an annuity with The Presbyterian Foundation, Inc. (U.S.), by the Reverend Isaac D. Borders in memory of his father, Dr. John M. Borders.

THE BRAND BANKING COMPANY SCHOLARSHIPS were established in 2002 through the generosity of Trustee Bartow Morgan, Jr. '94, as an equivalent to the Georgia Hope Scholarships. Students from the Georgia counties of Banks, Barrow, Clarke, Franklin, Gwinnett, Habersham, Hall, Jackson, Oconee, Rabun, Stephens, and Walton who gain admission to the College and who would qualify for a Hope Scholarship are eligible to receive this award.

THE BRUSH SCHOLARSHIP was established in 1998 by C. Beeler Brush of Hampden-Sydney, Virginia, in memory of his parents, Clinton E. Brush III and Martha Stockton Brush, of Nashville, Tennessee. The scholarship is awarded to a student in good academic standing who has demonstrated financial need. Preference is given to a Fine Arts major or, alternatively, to an English major.

THE BURROUGHS MEMORIAL SCHOLARSHIPS were established through the wills of Mabel C. and Charles F. Burroughs of Norfolk, Virginia. A number of annual scholarships are available to students from the Tidewater area who are selected by the Norfolk Foundation upon the recommendation of the College. Students should apply directly to The Norfolk Foundation, 406 Royster Building, Norfolk, Virginia 23510.

THE CLASS OF 2003 SCHOLARSHIP was established in 2002 by the Class of 2003 in honor of Ralph Crawley, a long-time Hampden-Sydney College employee. The scholarship is awarded to students who demonstrate financial need.

THE CLASS OF 2004 SCHOLARSHIP was established in 2003 by the Class of 2004 in memory of Conrad Frazier '04 and in honor of Walter Simms. The scholarship is awarded to students in good academic standing who demonstrate financial need.

THE CLASS OF 2005 SCHOLARSHIP was established in honor of Adjunct Associate Professor of Mathematics Lee M. Cohen, distinguished member of the College community. The scholarship honors Professor Cohen's dedication and commitment to education and outstanding service both to the Class of 2005 and to Hampden-Sydney College. The scholarship is awarded to a

student in good standing with the College who is in need of financial assistance as determined by the College's Director of Financial Aid.

THE NELSON W. COE III MEMORIAL SCHOLARSHIP was established in 1969 by Mr. and Mrs. Charles E. Coe in memory of Mr. Coe's brother, Nelson W. Coe III '59. Preference is given to students from either Westminster Presbyterian Church in Alexandria, Virginia, or Heritage United Presbyterian Church in Fairfax County, Virginia.

THE H. SPENCER EDMUNDS MEMORIAL SCHOLARSHIP was established in 1950 by the Second Presbyterian Church, Roanoke, Virginia, as a ministerial scholarship in memory of its former pastor, the Reverend Mr. H. Spencer Edmunds.

THE ELLIS FAMILY SCHOLARSHIP was established in 1999 by Trustee and alumnus John C. Ellis, Jr. '70, in memory of his sister, Virginia Elizabeth Ellis, a former Norfolk Academy teacher. The scholarship is awarded annually to a graduate of Norfolk Academy who demonstrates financial need. Preference is given to a student who is actively involved in extracurricular activities and who possesses exceptional leadership qualities.

THE WILLIAM FITZGERALD MEMORIAL SCHOLARSHIPS were established in 1968 by St. Giles Presbyterian Church, Richmond, Virginia. The scholarships are awarded to worthy upper-classmen with financial need who plan to enter church-related vocations.

THE L. FRANCIS GRIFFIN, SR., SCHOLARSHIP was established by resolution of the Hampden-Sydney College Board of Trustees in 2004. The \$2,500 scholarship is named in memory of the Reverend L. Francis Griffin, Sr., who served as pastor of the First Baptist Church of Farmville, Virginia, and who fought for equal educational opportunity for all. The scholarship is awarded to Hampden-Sydney College matriculates who are sons or grandsons of the students who suffered from the closing of the R.R. Moton High School from 1959 until 1964.

THE THOMAS T. AND MARTHA L. MAYO SCHOLARSHIP was established in 1997 by Dr. and Mrs. Thomas T. Mayo IV of Hampden-Sydney in memory of his parents, Thomas T. and Martha L. Mayo, and in honor of their two grandchildren who graduated from Hampden-Sydney College.

THE SCARLETT VICTORIA McCLENDON MEMORIAL SCHOLARSHIP was founded in 2002 by James A. Crowell IV '96 and his wife, Michaelleen, in memory of his mother, Scarlett V. McClendon. The scholarship is awarded to a student who demonstrates financial need and maintains a grade-point average of 3.0 or higher. Preference is given to a student who is a resident of Louisiana or Mississippi.

THE McGuIRE-BOYD SCHOLARSHIP has been funded through annual gifts since 1965 by Mr. James Nalle Boyd '58 and Mr. John Peyton McGuire Boyd '64 of Richmond, Virginia, in memory of their parents, Mr. and Mrs. John W. Boyd. The scholarship is administered by the Honors Council as part of the College's Honors Awards.

THE MEMORIAL ANNUAL SCHOLARSHIP honors the memory of deceased alumni, family, faculty, staff, and friends of the College. It is awarded to a Hampden-Sydney College student on the basis of demonstrated financial need.

THE MINORITY LEADERSHIP SCHOLARSHIP was formed in 2002 by a group of generous donors in the hope that it would help create a Hampden-Sydney College that more closely resembles the world beyond its gates. Awards are made based on institutionally determined financial need with preference given to individuals who are members of under-represented ethnic and minority groups and who have demonstrated leadership in their schools and communities. Recipients must maintain a good academic standing (minimum 2.0 GPA) and uphold personal standards befitting "good men and good citizens."

THE CLAUDE MORTON, JR. SCHOLARSHIP was established in 2000 by the officers and board members of Konover Property Trust in memory of Claude Morton, Jr., the father of Hampden-Sydney alumnus C. Cammack Morton '73. Awards are made to students who demonstrate financial need and who are in good academic standing. Preference is given to North Carolina public-school graduates who demonstrate integrity, good character, and well-roundedness, qualities exhibited in the life of Claude Morton, Jr.

THE FRANK L. AND BARBARA G. NANNEY SCHOLARSHIP was established in 2004 by Leigh Nanney Hersey and John Taylor Hersey II

of Scottsdale, Arizona, in honor of her parents, Mr. and Mrs. Frank L. Nanney, Jr. Frank L. Nanney '56 attended Hampden-Sydney College and served in the United States Army before returning to South Hill, Virginia, to enjoy a distinguished career as a newspaper co-owner and the publisher of the *South Hill Enterprise*. He is a past president of the Virginia Press Association. The scholarship is awarded to a student in good academic standing who has demonstrated financial need. Preference is given to students from rural Virginia.

THE O'BRIEN SCHOLARSHIP was established in 2002 by Mr. C.L.E. "Chip" O'Brien II '89 and his wife, Wendy. The scholarship is awarded to students with financial need and a history of strong academic performance. Preference is given to a student from Richmond, Virginia, who is a member of a social fraternity, actively participates in extracurricular activities, and possesses exceptional leadership qualities.

THE M.W. "DYKE" PEEBLES, JR., SCHOLARSHIP was established in 1998 by J. Fain Peebles '78, his wife Diana, and sons Alex, Mackie, and James in honor of Fain's father, Dyke. The scholarship is awarded to a student with financial need, with preference given to an entering freshman who demonstrates academic strength and who is a resident of the Central, South Central, or Southeastern regions of Virginia.

THE PRESBYTERIAN CHURCH SCHOLARSHIPS. In recognition of the historic and continuing ties between Hampden-Sydney and the Presbyterian Church, the Synod of the Virginias provides funds each year to be used for financial assistance to Presbyterians. The Church thereby supports the College in blending sound scholarship with the principles and practice of the Christian faith.

THE C. E. RICHARDSON BENEVOLENT FOUNDATION SCHOLARSHIPS for students from the Pulaski area have been funded since 1985 through annual gifts from The C. E. Richardson Benevolent Foundation.

THE PHILIP ROME SCHOLARSHIP was established in 2001 as a memorial to Philip deButts Rome '68, loyal alumnus and former Trustee of the College, by his fellow alumni, family, and friends. Preference is given to students whose character, integrity, and diverse involvement in the classroom, in civic activities, and in other extracur-

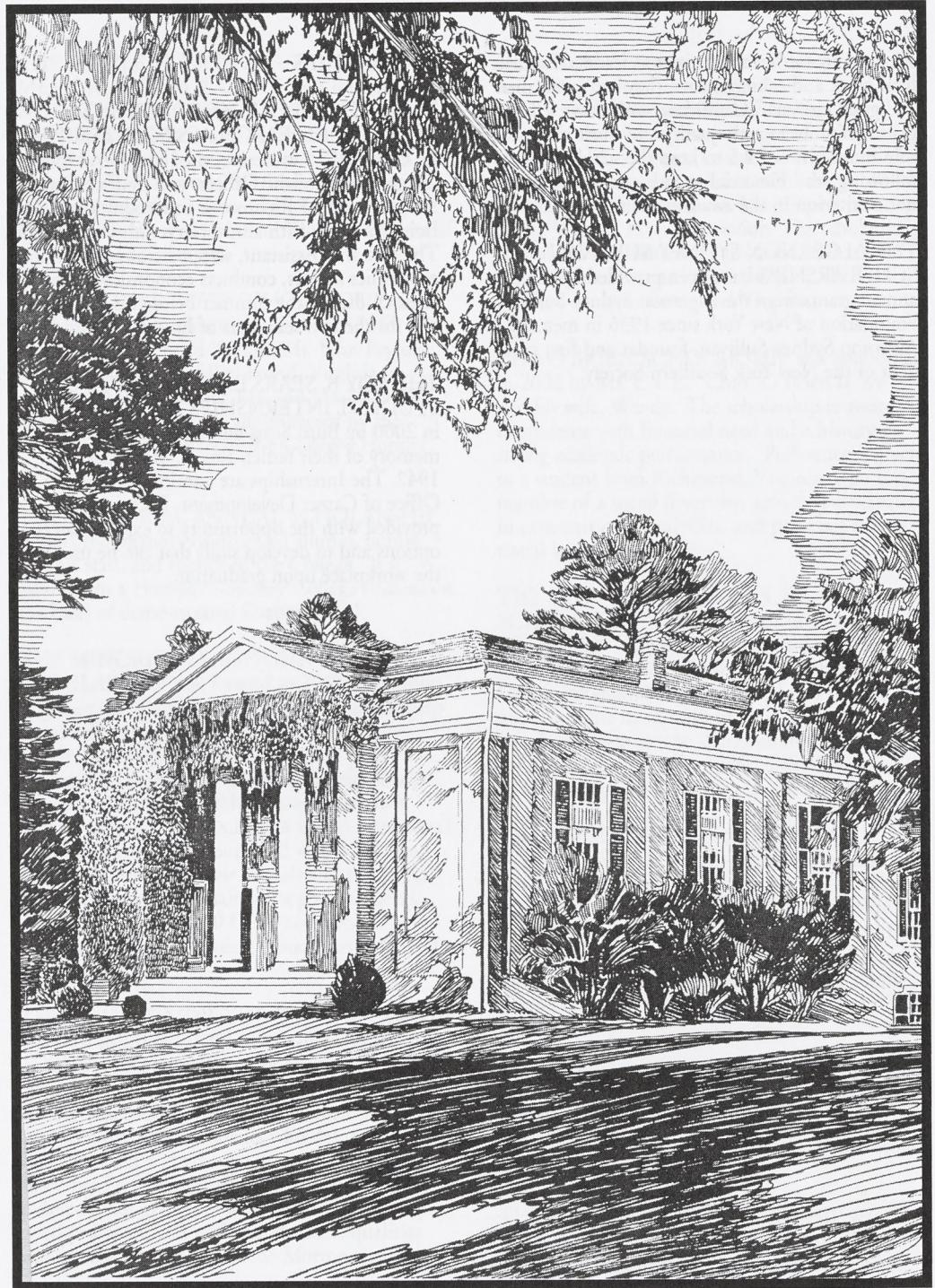
ricular activities set them apart as leaders. By their hard work and achievements, they are "good men and good citizens." Candidates must have a 3.0 grade-point average to qualify and must maintain a minimum GPA of 2.5 to keep the scholarship the following year. Financial need is considered but is not a criterion in the awarding of this scholarship.

THE ALGERNON SYDNEY SULLIVAN SCHOLARSHIPS have been provided by annual grants from the Algernon Sydney Sullivan Foundation of New York since 1936 in memory of Algernon Sydney Sullivan, founder and first president of the New York Southern Society.

INTERNSHIPS

THE WILLIAM CALHOUN BOINEST STUDENT RESEARCH ASSISTANTSHIP IN ECONOMICS was established in 1993 through the generosity of the Officers and Staff of Craigie, Incorporated, of Richmond, in recognition of Mr. Boinest's thirty-fifth anniversary with the company. The Research Assistant, selected from outstanding economics majors, conducts economics-related research during the summer before his senior year and for the two semesters of his final year.

THE ROY B. SEARS ENDOWMENT FOR STUDENT INTERNSHIPS was established in 2000 by Burn Sears and R. Buford Sears in memory of their father, Roy B. Sears, class of 1942. The Internships are administered by the Office of Career Development. Recipients are provided with the opportunity to explore career options and to develop skills that can be used in the workplace upon graduation.



COLLEGE CHURCH (1860)

Matters of Record

DEGREES AWARDED

May 8, 2005

DOCTOR OF LAWS

Shelley Moore Capito

DOCTOR OF HUMANE LAWS

Jay M. Ipson

DOCTOR OF SCIENCE

W. Randolph Chitwood, Jr. '68

BACHELOR OF ARTS

Stuart Walker Abbott

Psychology

Cave Spring High School

Roanoke, Virginia

Robert Edward Ackley, Jr.

Economics and Commerce

James L. Mann High School

Greenville, South Carolina

Neal Louis Adelman

History

Trinity Valley School

Free Union, Virginia

Thomas Benjamin Agee

History

Prince Edward County High School

Farmville, Virginia

Matthew Pettey Anderson

Summa cum laude

French, Economics

Robert E. Lee High School

Staunton, Virginia

John Zachary Axsom

Political Science

Warwick High School

Newport News, Virginia

Andrew Grayson Baldwin

Economics

Saint Anne's-Belfield School

Charlottesville, Virginia

Adam James Barker

Cum laude, Honors in Political Science

Political Science

James River High School

Midlothian, Virginia

Lloyd Andrew Bell IV

Cum laude

Psychology, English

Bishop Kenny High School

Jacksonville, Florida

John Adam Biddle

Spanish, Economics

Episcopal High School

New Florence, Pennsylvania

James Robert Billings

Summa cum laude

Classical Studies, Greek

Warwick High School

Newport News, Virginia

Ryan Miller Blackwell

Honors in English

English

Cave Spring High School

Roanoke, Virginia

Charles Derwood Blanks

Economics and Commerce

Rockbridge County High School

Forest, Virginia

John Tyler Blount

Political Science, History

Hyde School Woodstock

Birmingham, Alabama

Camden Chase Bowdren

Psychology, Economics and Commerce

Severn School

Arnold, Maryland

Peter Armistead Randolph Boyd

History, French

St. Christopher's School

Charles City, Virginia

Kenneth West Bradley

History

Tallwood High School

Virginia Beach, Virginia

Stephen Christopher Branning

Political Science

Warwick High School

Disputanta, Virginia

Patrick Michael Brannon

Religion

Altamont School

Vestavia, Alabama

Christopher Robert Brewer

Political Science, History

Northside High School

Roanoke, Virginia

Jeremy Bull

Economics and Commerce

Ravenscroft School

Raleigh, North Carolina

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| Walter Henry Bundy III <i>Cum laude</i> Economics Heathwood Hall Epis. School Columbia, South Carolina | Brooking A. Chenault History, Political Science Christchurch School Hanover, Virginia | William Jacob Oliver Dunning History John Handley High School Boyce, Virginia |
| Jeffrey Charles Burchett <i>Summa cum laude</i> , Honors in English English Cave Spring High School Richmond, Virginia | Brandon Keith Chiesa Political Science, History Warwick High School Newport News, Virginia | Jacob Daniel Dwyer <i>Cum laude</i> Political Science Fuqua School Farmville, Virginia |
| Kevin William Burke History James W. Robinson, Jr., Secondary Fairfax, Virginia | Michael Laulys Clark Economics and Commerce Amherst County High School Madison Heights, Virginia | Matthew Tyler Edwards History Freedom High School Morganton, North Carolina |
| Hunter Harrison Burnette Religion Lovett School Atlanta, Georgia | Nicholas William Colley History Randolph-Henry High School Phenix, Virginia | Robert Neal Elliott Psychology Patrick Henry High School Roanoke, Virginia |
| Ryan Baxter Burns Economics James W. Robinson Jr Secondary Fairfax, Virginia | Garrison Reid Cox Psychology T. L. Hanna High School Anderson, South Carolina | Matthew Todd Elswick Fine Arts, Latin, Theatre Graham High School Bluefield, Virginia |
| Thomas Charles Burr Economics Jefferson Forest High School Lynchburg, Virginia | Thomas Claiborne Green Coyle III Economics Charlotte Catholic High School Charlotte, North Carolina | Michael Sean Farrell Political Science Midlothian High School Midlothian, Virginia |
| Keir McNeal Burton Fine Arts Atlee High School Mechanicsville, Virginia | Benjamin Kyle Dammeyer Economics Severn School Annapolis, Maryland | Cary St. Laurens Ferguson Psychology The Miller School of Albemarle Staunton, Virginia |
| David Winston Capper <i>Summa cum laude</i> , Second Honor Honors in History History, Political Science Providence Day School Charlotte, North Carolina | Christian Orvis Davidson Economics Virginia Episcopal School Lynchburg, Virginia | Stephen Matthew Ferguson Psychology Nottoway High School Blackstone, Virginia |
| Ryan Alan Carroll Economics Jefferson Forest High School Forest, Virginia | Dustin Shaw DeJarnette <i>Magna cum laude</i> Classical Studies William Campbell High School Gladys, Virginia | Anthony Edward Ford Economics Lord Botetourt High School Blue Ridge, Virginia |
| John Wesley Carter II Religion Woodward Academy Jackson, Georgia | John Michael DiStasio History Nansemond-Suffolk Academy Chesapeake, Virginia | Brian Francis Ford, Jr. Economics Walsingham Academy Williamsburg, Virginia |
| Christian William Joseph Cartner Psychology T. C. Williams High School Alexandria, Virginia | Blake William Dozier Religion Frank W. Cox High School Virginia Beach, Virginia | Joseph Stanley Frankoski History Columbia High School Maplewood, New Jersey |
| | Thomas Kelly Duncan <i>Magna cum laude</i> Economics, Religion Amelia Academy Amelia, Virginia | Paul Michael Fravel Economics with Mathematics Central High School Woodstock, Virginia |

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| Matthew Lewis Furbish Economics Severna Park Sr. High School Severna Park, Maryland | James Morton Gravely, Jr. History Virginia Episcopal School Lynchburg, Virginia | Joseph Ward Jackson Economics Kenston Forest School Kenbridge, Virginia |
| Michael Preston Gardner Philosophy Martinsville High School Martinsville, Virginia | Hunter Dalton Grein Economics and Commerce McCallie School High Point, North Carolina | Bradley Lilburn Jones <i>Magna cum laude</i> Economics and Commerce Patrick Henry High School Beaverdam, Virginia |
| David Heath Gates, Jr. Political Science Fuqua School Pamplin, Virginia | John Martin Harman Economics Salem High School Charleston, South Carolina | Bradley Christopher Joyner <i>Cum laude</i> Economics, Religion J. R. Tucker High School Richmond, Virginia |
| Jordan Hunter Gaul IV <i>Magna cum laude</i> Senior Fellow Interdisciplinary Honors in History and Political Science History, Political Science B. Reed Henderson High School West Chester, Pennsylvania | Jacob Mills Harris <i>Cum laude</i> English, Economics and Commerce Matthew F. Maury High School Norfolk, Virginia | Mark Eric Kearney <i>Cum laude</i> Political Science William Monroe High School Ruckersville, Virginia |
| Robert Matthew Gaunce <i>Cum laude</i> Economics and Commerce Fort Defiance High School Verona, Virginia | Travis James Harris Economics Robert E. Lee High School Staunton, Virginia | Nathan Séamas Kelly Political Science Lee County Senior High School Sanford, North Carolina |
| Jeffrey James Gay Economics and Commerce Prince George High School Disputanta, Virginia | James Lloyd Hodges <i>Cum laude</i> , Honors in English English Fuqua School Cartersville, Virginia | Joseph Daniel Knowles Psychology Heritage High School Forest, Virginia |
| Ryan Lee Godfrey History Hampton Christian High School Williamsburg, Virginia | John Spencer Hopkins Economics with Mathematics Episcopal High School Oak Grove, Virginia | Christopher Ty LaFlame Political Science Atlee High School Mechanicsville, Virginia |
| David Paul H. Gonzales Philosophy W. T. Woodson High School Annandale, Virginia | Cory Austin Hopper Economics and Commerce Douglas S. Freeman High School Richmond, Virginia | William Grey Ligon II Economics and Commerce, Political Science Hampton Roads Academy Poquoson, Virginia |
| Michael Antonio Gonzalez Political Science Gonzaga College High School McLean, Virginia | William Whidden Horner Economics with Mathematics E. C. Glass High School Lynchburg, Virginia | Robert Martin Linnander Honors in Economics Economics Nazareth Area High School Nazareth, Pennsylvania |
| Daniel Lewis Gordon Cross-disciplinary Honors in French and History History, French James W. Robinson Junior Secondary Burke, Virginia | Elliot Aycock Howell <i>Cum laude</i> Economics Durham Academy Atlanta, Georgia | Spencer Alain Lippman History Darien High School Palm Beach Gardens, Florida |
| Christopher Lawrence Graham Economics St. John's College High School Great Falls, Virginia | Joshua Daniel Howell Political Science West End Christian School Hopewell, Virginia | Ronaldo Lopez Economics Rockbridge County High School Williamsburg, Virginia |
| | Taylor Stuart Hume Psychology Norfolk Academy Norfolk, Virginia | |

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| Taylor Harman Mann Economics with Mathematics Virginia Episcopal School Birmingham, Alabama | Colin Fitzgerald Morrison English, History St. Christopher's School Richmond, Virginia | Douglas James Peters Religion Brunswick Senior High School Henrico, North Carolina |
| Jacob Tyler Matthews Economics Ravenscroft School Raleigh, North Carolina | Matthew Alan Munsey Economics with Mathematics, Religion Appomattox County High School Pamplin, Virginia | James Hunter Pickels History Douglas S. Freeman High School Richmond, Virginia |
| Christopher Michael Mayo Economics Thomas Dale High School Chester, Virginia | Forrest Lee Naff Economics and Commerce Patrick Henry High School Roanoke, Virginia | Ryan Thomas Pierce <i>Cum laude</i> Political Science, History Matthew F. Maury High School Norfolk, Virginia |
| Sean Patrick McChesney Economics Saint Anne's-Belfield Charlottesville, Virginia | Thomas Reagan Nelson, Jr. <i>Summa cum laude</i> Senior Fellow Interdisciplinary Honors in Economics and History History, Economics Mountain Brook High School Birmingham, Alabama | Carl Albert Polvinale III Fine Arts—Music Bishop Ireton High School Alexandria, Virginia |
| Jonathan Eric McCormick Economics and Commerce Great Bridge High School Chesapeake, Virginia | John Kevin Nielsen Economics and Commerce J. R. Tucker High School Richmond, Virginia | Lucas Mathews Pope Political Science St. Christopher's School Richmond, Virginia |
| David Michael McDonald <i>Magna cum laude</i> , Honors in English English Manchester High School Midlothian, Virginia | Jonathan Nicholas Noggle Economics with Mathematics Mills E. Godwin High School Richmond, Virginia | Jeffrey Prakash Pullinger Economics and Commerce Fluvanna County High School Palmyra, Virginia |
| Stephen Allan McGillivray Economics, History Bishop Ireton High School Alexandria, Virginia | Joseph Mario Onorati History, Economics Amelia Academy Amelia, Virginia | John Robertson Clark Ramsay Honors in English English Sanderson High School Raleigh, North Carolina |
| Ryan E. McLoughlin Psychology Columbia High School Maplewood, New Jersey | George Nelson Palmer Economics Woodberry Forest School Charlottesville, Virginia | Cory Buxton Rayfield Honors in History History Warwick High School Newport News, Virginia |
| Wilhelm Urbina Meierling Political Science, Spanish Hayfield Secondary School Lorton, Virginia | Daniel Ku Park Economics Mills E. Godwin High School Richmond, Virginia | Buren Edsel Renick III Religion, English Woodberry Forest School Fayetteville, West Virginia |
| Matthew Scott Melnick Economics and Commerce, Spanish Boys' Latin School of Maryland Reisterstown, Maryland | William Henry Perkins Economics and Commerce The Steward School Manakin-Sabot, Virginia | Alexander Blanton Rickenbaker, Jr. Religion, Psychology Holy Innocents' Episcopal School Marietta, Georgia |
| Joshua Scott Melvin <i>Magna cum laude</i> Economics and Commerce, Religion Appomattox County High School Concord, Virginia | John Murdock Perry Philosophy Darlington School Birmingham, Alabama | Wesley Alexander Ridley <i>Magna cum laude</i> , Honors in English English Westside High School Macon, Georgia |
| David R. Moore History Northampton High School Machipongo, Virginia | | |

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| Andrew Miller Riley Economics Ashbrook Senior High School Gastonia, North Carolina | John Beck Simpson Honors in Economics Economics and Commerce Marist School Atlanta, Georgia | William August Vagts Economics Cave Spring High School Roanoke, Virginia |
| James Raymond Riley III Psychology James River High School Richmond, Virginia | Charles Jeremy Smith Philosophy Fuqua School Farmville, Virginia | Billy Tyler Van Eaton Economics and Commerce Mountain Brook High School Birmingham, Alabama |
| Zachary Harris Robbins <i>Cum laude</i> Economics St. Timothy's—Hale High School Raleigh, North Carolina | Forrest William Smith Religion Prince Edward County High School Farmville, Virginia | Michael Land Vassar Economics and Commerce Trinity Episcopal School Midlothian, Virginia |
| Paul Wesley Scarborough English Cape Henry Collegiate School Virginia Beach, Virginia | Jason Dean Stacy <i>Magna cum laude</i> Political Science Tupelo High School Tupelo, Mississippi | Jonathan Grey Vaughan History Matoaca High School Colonial Heights, Virginia |
| Michael Robert Schulz Religion Fredericksburg Academy Fredericksburg, Virginia | James Alexander Steelman <i>Summa cum laude</i> , Honors in Religion Religion, History Sun Valley High School Matthews, North Carolina | Matthew Edwin Vaughan English, Economics Mills E. Godwin High School Richmond, Virginia |
| Zachary Stewart Shaw Economics Charlotte Country Day School Kiawah Island, South Carolina | Christopher Ryan Still <i>Magna cum laude</i> Economics and Commerce Glenvar High School Roanoke, Virginia | William North Welsh Economics and Commerce Lovett School Atlanta, Georgia |
| Thomas McKennon Shea, Jr. <i>Magna cum laude</i> Religion, Psychology Dumas High School Dumas, Arkansas | Larry Darnell Stokes, Jr. Fine Arts Prince Edward County High School Farmville, Virginia | Mark Wayne Wilkins Philosophy New Kent High School Quinton, Virginia |
| Matthew William Shealy <i>Summa cum laude</i> Cross-disciplinary Honors in Classics and Political Science Political Science, Classical Studies Gaffney Senior High School Gaffney, South Carolina | Kenneth Scott Strickler Economics and Commerce, Economics with Mathematics Douglas S. Freeman High School Richmond, Virginia | John Norman Woodson II Economics, Psychology Altavista High School Altavista, Virginia |
| Justin William Shepperd Economics Halifax County High School South Boston, Virginia | Stephen Brown Surber III Economics and Commerce John Handley High School Winchester, Virginia | Earl Stephen Yeager, Jr. Economics with Mathematics Savannah Country Day School Savannah, Georgia |
| Wesley Reed Sholtes <i>Summa cum laude</i> Honors in English English, Spanish Loudoun Valley High School Round Hill, Virginia | William Vaughan Taylor <i>Summa cum laude</i> History Radford High School Radford, Virginia | Thomas Christian Alford Yale Zaleski Psychology Episcopal High School Houston, Texas |
| Walker Thomas Sigler History E. C. Glass High School Lynchburg, Virginia | Matthew Joseph Tedder Economics and Commerce E. C. Glass High School Lynchburg, Virginia | George William Zuban, Jr. <i>Magna cum laude</i> , Honors in History History Manchester High School Chesterfield, Virginia |

BACHELOR OF SCIENCE

Patrick Randall Adcock

Cum laude

Biology

Osborn High School
Manassas, Virginia

Brian Gregory Adolph

Physics

John Carroll School
Bel Air, Maryland

William Alexander Albright

*Magna cum laude*Economics with Mathematics,
HistorySt. Stephens & St. Agnes School
North Arlington, Virginia

Scot Ashley Allen

Physics

Southampton Academy
Franklin, Virginia

Nathaniel Asher Arnatt

Biology, French

Fredericksburg Academy
Spotsylvania, Virginia

David Harrison Arney

Physics, Chemistry

American International School, Salzburg
Earlysville, Virginia

Jeffrey Patrick Baber

Cum laude

Computer Science

Fuqua School

Cartersville, Virginia

David Vilac Batt, Jr.

Cum laude

Biology, Economics

Jesuit High School

Metairie, Louisiana

James Edward Blackburn, Jr.

Honors in Chemistry

Chemistry

Massaponax High School

Fredericksburg, Virginia

Matthew Edward Kemper Brady

Summa cum laude, First Honor

Senior Fellow

Interdisciplinary Honors in Biology
and English
Biology, English
Skyline High School
Jacksonville, Florida

Andrew Bagley Bridgforth

Biology

Woodberry Forest School
Reno, Nevada

Timothy John Burrell

Magna cum laude, Honors in Chemistry

Chemistry

Spartanburg High School
Spartanburg, South Carolina

James Richard Champion III

Magna cum laude

Computer Science,

Applied Computational Physics

Northside High School
Roanoke, Virginia

Michael Preston Clark

Economics with Mathematics

Washington & Lee High School
Kinsale, Virginia

Curtis W. Clemons, Jr.

Cum laude

Chemistry

Alleghany High School
Covington, Virginia

John Timothy Coiner II

Biology, Fine Arts

Waynesboro High School
Waynesboro, Virginia

Jonathan David Cox

Cum laude, Honors in Chemistry

Chemistry

James River High School
Oriskany, Virginia

Donald Edward Davis, Jr.

Applied Mathematics

Prince Edward County High School
Prospect, Virginia

Ryan Christopher Fassnacht

Biology

James W. Robinson Jr Secondary
Burke, Virginia

Nicholas Ferrante III

Cum laude

Biology

Gonzaga College High School
Bryantown, Maryland

Christopher Patrick Finn

Mathematics

Western Albemarle High School
Charlottesville, Virginia

Fielding Carter Fitzpatrick

Biology

Cave Spring High School
Roanoke, Virginia

Jonathan Robert Foote

Summa cum laude

Senior Fellow

Interdisciplinary Honors in Biology
and Religion
Biology, Religion
Varina High School
Sandston, Virginia

Robert Carroll George III

Chemistry

Frank W. Cox High School
Virginia Beach, Virginia

Patrick Demond Gipson

Biology

North Side High School
Jackson, Tennessee

Charles Hunter Glenn

Biology

North Cross School
Roanoke, Virginia

Brian Robert Goeckerman

Honors in Physics

Physics

Wake Forest-Rolesville High School
Raleigh, North Carolina

David Michael Good

Summa cum laude, Honors in Chemistry

Chemistry

Cave Spring High School
Roanoke, Virginia

Wayne Christopher Gould

Biology, Classics

Cave Spring High School
Roanoke, Virginia

Austin Garrett Graham*Magna cum laude*

Biology

Westminster Academy
Fort Lauderdale, Florida**Brandon Marqués Hall**

Biology

Boys' Latin School Of Maryland
Baltimore, Maryland**Matthew Clayborne Henderson**

Biology

Fort Defiance High School
Verona, Virginia**Wythe Chisman Hogge***Cum laude*

Physics

Matthew F. Maury High School
Norfolk, Virginia**Dacre Roy Thomas Knight***Magna cum laude*, Honors in Biology

Biology, French

Macay School

Tallahassee, Florida

Michael David Kraemer*Magna cum laude*

Chemistry

Cave Spring High School
Roanoke, Virginia**Brandon Christian Lowe***Magna cum laude*

Biology

Southampton Academy
Franklin, Virginia**Michael Barry Lynch**

Economics with Mathematics

Gloucester High School
Toronto, Ontario, Canada**Clayton James Miller***Magna cum laude*

Physics

Fork Union Military Academy
Virginia Beach, Virginia**James Christopher Miller***Magna cum laude*

Physics

Albemarle High School
Charlottesville, Virginia**David Allen Morgan**

Computer Science

Monticello High School
Charlottesville, Virginia**Terrance Lemar Motley**

Physics

Woodside High School
Newport News, Virginia**Christopher Kight Moxley**

Biology

Kempsville High School
Virginia Beach, Virginia**John Currin Neal***Magna cum laude*

Economics with Mathematics

Collegiate School

Richmond, Virginia

Andrew Dowd Pemberton*Magna cum laude*

Computer Science, Philosophy

Benedictine High School
Richmond, Virginia**William F. Powers IV***Summa cum laude*

Biology

Franklin High School
Franklin, Virginia**Dustin Shane Reynolds***Magna cum laude*, Honors in Physics

Physics

Appomattox County High School
Appomattox, Virginia**Robert Scott French Russo**

Physics

Monticello High School
Scottsville, Virginia**Henry Sinclair Sanders**

Chemistry

Blue Ridge School

Norfolk, Virginia

Adam Michael Seefried*Magna cum laude*

Applied Mathematics, Computer Science

Salem High School

Bristol, Rhode Island

Shawn Dwayne Shurm

Biology, Economics

Varina High School

Louis William Walker

Biology, Religion

Douglas S. Freeman High School

Richmond, Virginia

David M. Wehunt

Chemistry, Psychology

Odenton, Maryland

Arundel Senior High School

Stefan Wiese*Magna cum laude*

Chemistry

Kerr-Vance Academy

Oxford, North Carolina

Dennis Keith Williams, Jr.*Magna cum laude*

Chemistry

Sun Valley High School

Matthews, North Carolina

Jeffrey Cothran Woodson

Applied Mathematics

Altavista High School

Altavista, Virginia

Killian Wyatt Martz Zimmerman*Magna cum laude*

Senior Fellow

Interdisciplinary Honors in Biology

and Psychology

Biology, Psychology

Jefferson High School

Charles Town, West Virginia

CANDIDATES FOR DEGREES
AUGUST 31, 2005
(Degree requirements to be completed after May 2005)

William Fowler Armstrong
Economics, Spanish
Highland Park High School
Dallas, Texas

William Davis Baker
History
Franklin County High School
Rocky Mount, Virginia

Richard Edward Barrett, Jr.
Psychology
Atlee High School
Hanover, Virginia

Alexander Hickman Bland
Psychology
Clover Hill High School
Midlothian, Virginia

Scott Andrew Buckingham
Economics
Muncie Central High School
Geneva, Indiana

Don Allen Damron
Economics
Prince George High School
Prince George, Virginia

William Douglas Heinithsh
Political Science
Hill School
Columbia, South Carolina

Scott Holmes Hubbard
History
Northampton High School
Eastville, Virginia

Carlós Miguél Martínez II
Economics
Ocean Lakes High School
Virginia Beach, Virginia

David Andrew Moggio
Political Science
William Allen High School
Allentown, Pennsylvania

Benjamin David Munson
Economics
Fork Union Military Academy
Suffolk, Virginia

Preston Andrew Pittman
Biology
Science Hill High School
Johnson City, Tennessee

Kenneth Justin Poole
Political Science
Walter M. Williams High School
Burlington, North Carolina

José Ramos, Jr.
Computer Science
Ocean Lakes High School
Portsmouth, Virginia

Christopher Edward Riviere
Religion
Douglas S. Freeman High School
Richmond, Virginia

Michael Warren Roberts
Spanish, English
Norfolk Academy
Norfolk, Virginia

Judson Hancock Warren
Economics
E. C. Glass High School
Lynchburg, Virginia

Joseph Franklin Yarborough III
Economics
Foley High School
Gulf Shores, Alabama

Edward Arthur Zimmerman
English
Woodberry Forest School
Middleburg, Virginia

TROPHIES AND AWARDS PRESENTED AT GRADUATION

THE GAMMON CUP

The Gammon Cup is given annually to the male member of the graduating class who has best served the College and whose character, scholarship, and athletic ability are deemed to be outstanding. First awarded in 1925, the cup was given every year by Dr. Edgar Gammon, Class of 1905, Pastor of College Church 1917-1923, and President of the College 1939-1955. After Dr. Gammon's death in 1962, his family continued the tradition. More recently, gifts from his son, Blair C. Gammon, and from Dr. and Mrs. Claudius H. Pritchard, Jr. '50, have insured that the cup and a stipend will continue in perpetuity.

2005 Recipient: William A. Albright '05

THE ANNA CARRINGTON HARRISON AWARD

The Anna Carrington Harrison Award, a medal and cash award, is given annually as a memorial to his mother by Mr. Fred N. Harrison of Richmond. It is awarded to that student who shows the most constructive leadership in each school year.

2005 Recipients: John Z. Axsom '05

James C. Miller '05

THE SAMUEL S. JONES PHI BETA KAPPA AWARD

The Phi Beta Kappa Award for Intellectual Excellence, in the form of a bronze medallion and a cash prize, was established by Samuel S. Jones, Class of 1943, to recognize intellectual excellence as manifested in outstanding student research. Papers are entered in a competition judged by the Faculty members of the Eta of Virginia, Hampden-Sydney's chapter of Phi Beta Kappa.

2005 Recipients: Matthew E.K. Brady '05

Wesley R. Sholtes '05

THE CABELL AWARD

Given annually to "a Hampden-Sydney faculty member in recognition of outstanding classroom contribution to the education of Christian young men." The Cabell Award was created by the Robert G. Cabell III and Maude Morgan Cabell Foundation to assist the College in attracting and keeping professors of high ability and integrity.

2005 Recipient: James D. Janowski

THE ROBERT THRUSTON HUBARD IV AWARD

Given annually in memory of Robert Thruston Hubbard IV, a member of the Class of 1935 and a professor of political science from 1946 until 1982, to those members of the faculty or staff most distinguished for active devotion and service to the College and her ideals.

2005 Recipient: Richard C. McClintock

THE THOMAS EDWARD CRAWLEY AWARD

The diverse, deep, and rich legacy given by the late Professor Thomas Edward Crawley in his thirty-eight-year career as teacher, scholar, musician, and Dean is remembered at Hampden-Sydney with an award given annually in Professor Crawley's name to "that professor most distinguished for devoted service to the ideals of Hampden-Sydney and the education of her sons."

2005 Recipient: Mary M. Saunders

THE JOHN BROOKS FUQUA AWARDS FOR EXCELLENCE IN TEACHING

The John Brooks Fuqua Awards for Excellence in Teaching are made possible by the generosity of Mr. Fuqua, a native of Southside Virginia and a distinguished former Trustee of Hampden-Sydney College. Recipients are those five professors selected as the best teachers by the last two graduating classes.

2005 Recipients: Dieudonné K. Afatsawo
 David W. Gibson
 John David Ramsey
 Kenneth N. Townsend
 Warner R. Winborne '88

FIRST HONOR GRADUATE AND VALEDICTORIAN: Matthew E.K. Brady

OMICRON DELTA KAPPA *Members of the Class of 2005*

William Alexander Albright
 John Zachary Axsom
 James Robert Billings
 David Winston Capper
 Nicholas Ferrante III
 William Whidden Horner
 Dacre Roy Thomas Knight
 Michael David Kraemer
 David Michael McDonald
 James Christopher Miller
 Thomas Reagan Nelson, Jr.
 William F. Powers IV
 Dustin Shane Reynolds
 Thomas McKennon Shea, Jr.
 Wesley Reed Sholtes
 William Vaughan Taylor
 George William Zuban, Jr.

THE ALGERNON SYDNEY SULLIVAN MEDALLION

The Algernon Sydney Sullivan Medallion is given annually by the New York Southern Society in honor of its first president, Algernon Sydney Sullivan. This award is given to a member of the graduating class distinguished for excellence of character and generous service to his fellows. Other recipients are chosen from those friends of the College who have been conspicuously helpful to and associated with the institution in its effort to encourage and preserve a high standard of morals.

2005 Recipients: T. McKennon Shea, Jr. '05
 George B. Cartledge, Jr. '63
 Earl F. Lockwood

PHI BETA KAPPA *Members of the Class of 2005*

William Alexander Albright
 Matthew Pettey Anderson
 James Robert Billings
 Matthew Edward Kemper Brady
 Jeffrey Charles Burchett
 Timothy John Burrell
 David Winston Capper
 Jonathan Robert Foote
 David Michael Good
 Brandon Christian Lowe
 James Christopher Miller
 Thomas Reagan Nelson, Jr.
 William F. Powers IV
 Thomas McKennon Shea, Jr.
 Matthew William Shealy
 Wesley Reed Sholtes
 James Alexander Steelman
 William Vaughan Taylor
 Killian Wyatt Martz Zimmerman

2004-2005 HONORS SCHOLARS

ALLAN SCHOLARS

Mark E. Armstrong
 Benjamin T. Barnhill
 James R. Billings
 P. Graham Bodie, Jr.
 Andrew D. Boyett
 Matthew E. K. Brady
 Brennan P. Breeland
 T. John Burrell
 David W. Capper
 Benjamin H. Chambers
 John R. Childs
 Stephen L. English
 Travis S. Fellows
 Robert M. Ferguson
 Matthew J. Green
 David C. Harp
 Joshua B. Hatchell
 Eric B. Lewis
 Forbes Mann II
 Alex H. Mayberry
 James C. Miller
 Jonathan M. Miyashiro
 Thomas R. Nelson, Jr.
 Bret E. Newton
 Andrew J. Prehmus
 W. Alexander Ridley
 Nathan H. Schnetzler
 Matthew W. Shealy
 William E. Slack

VENABLE SCHOLARS

Patrick S. Albrecht
 Michael L. Antolini
 Andrew D. Baker
 John G. Baker
 Jason R. Bart
 Aubrey H. Brown
 Thomas A. Burk
 Michael L. Clark
 Adrian E. Dowell, Jr.
 Jonathan R. Foote
 Anthony G. Galasso, Jr.
 Joel P. Hopkins
 Dashle G. Kelley
 Joel R. Myers
 S. Ryan Newcomb
 William F. Powers IV
 James W. Rawles III
 Michael J. Rutkowski

Karl T. Schmidt

Adam M. Seefried
 T. McKennon Shea, Jr.
 Wesley R. Sholtes
 Andrew B. Smith
 Jonathan A. Soderberg
 Hillman Terzian
 Eamon A. Thornton
 J. Parker Tims
 Garrett D. Trego
 Matthew S. Van Donsel
 Gregory W. White
 Nicholas S. Williams
 Killian W. Zimmerman

PATRICK HENRY

SCHOLARS

Patrick R. Adcock
 Mitihilesh Adhikari
 W. Banks Allen
 Edward Amanfo
 Matthew P. Anderson
 Casey M. Ariail
 Justin M. Azar
 James T. Bailey
 James B. Baldwin
 Edward L. Benton, Jr.
 Manoj Bista
 Case B. Blackwell
 John R. Booker
 William B. Brockman

Jeffrey C. Burchett
 Kerry L. Burke II
 Ryan H. Callahan
 James R. Champion III
 Peter D. Crowe
 J. Matthew Curry
 Mladen Cvijanovic
 C. Scott Dalton
 David S. Deeley
 Dustin S. DeJarnette
 Stephen R. Diegelman
 Shea A. Duerring
 Thomas K. Duncan
 Jeffrey M. Eason
 Kyle C. Ewers
 Joseph L. Farmer
 Everett M. Gardner
 Jordan H. Gaul IV
 Michael C. Gillert

David M. Good

Mark A. Goodin
 Daniel L. Gordon
 A. Garrett Graham
 James L. Gresham II
 Carson D. Gressly
 David J. Grisdale
 Matthew J. Guill
 C. Michael Gundlach
 William S. Guza
 Philip R. Hage
 Michael S. Handlan
 Jonathan D. Hawkins
 A. Taylor Hayes
 Kevin P. R. Hennerez
 James Lloyd Hodges
 Wythe C. Hogge
 John D. Hollingsworth III
 William W. Horner
 Patrick E. Johnson
 Thomas R. S. Jones
 Bradley L. Jones
 Philip T. Keefer
 Joseph T. Keeler III
 Craig R. Kevorkian
 James C. Kinsler
 Douglas E. LaBrosse
 Matthew J. Lane
 Christian V. L'Heureux
 Sean M. Lindsay
 Charles M. B. McCoy
 David M. McDonald
 B. Scott McGuire
 Andrew St. A. McLeod
 J. Gardner Meek
 Phillip G. Miskovic
 Matthew R. Moore
 Daniel S. Myers
 Kyaw Z. Myint
 Benjamin E. Niemaseck
 Raleigh B. Ogden
 Andrew W. Patterson
 Garth O. Patterson
 Nathaniel W. Phillips
 Joe H. Premeh
 Nicholas C. Pylant
 Abhishesh Regmi
 Dustin S. Reynolds
 J. Michael Robbins

James L. Rock

Richard J. Rosendahl
 John N. Rothgeb
 Thomas C. Ruff III
 Timothy R. Samsa
 Edward M. Savage
 Joshua D. Schniper
 Robert D. Shrader III
 Nutan Shrestha
 Shawn D. Shurm
 Jonathan L. Siddon
 Brettney D. Smith
 Joseph L. Smith
 T. Carter Smith
 Chad S. Southward
 Jason D. Stacy
 Winchester L. Stuart
 Jeremy B. Szuch
 Mark A. Tassone
 William V. Taylor
 Heath M. Thomas
 Philip C. Tobelmann
 Alexander Trikalinos
 Stephen W. Twentyman
 C. Corey Van Vlymen
 Michael A. Via
 W. Matthew Weekley
 Cyrus F. Whitley
 Eric H. Whitlow
 Stefan Wiese
 D. Keith Williams, Jr.
 Chase B. Williston
 K. Michael Winter
 Justin P. Wisz
 Christopher M. Yuhasz

MADISON SCHOLARS

William A. Albright
 L. Andrew Bell IV
 Jonathan D. Cox
 Robert D. Griffith
 Charles T. Harris
 Bryan P. Hicks
 Dacre R. T. Knight
 Michael D. Kraemer
 Brendan E. Lee
 Brandon C. Lowe
 Joshua S. Melvin
 James A. Steelman
 J. Devin B. Watson

FRESHMEN 2004-05

| | | | |
|--------------------------------|------------------------------|------------------------------|-------------------------------|
| Cyrus James Albertson | Chevy Chase, Maryland | Charles Edward Cook | Forest, Virginia |
| Drew Fieldings Allen | Dillwyn, Virginia | Joshua Seth Cooper | Troutville, Virginia |
| George Andrew Aloupas | Newport News, Virginia | Michael Weldon Copley | Richmond, Virginia |
| Tyler Spicer Anderson | Richmond, Virginia | James Samuel Corey | Richmond, Virginia |
| William Hampton Andrews IV | Daphne, Alabama | Adam Jon Charles Cox | Laurel, Maryland |
| Michael Louis Antolini | Washington, West Virginia | Brian Barry Cox | New Milford, Connecticut |
| Casey Morris Ariail | York, Pennsylvania | Robert Page Crickenberger II | Charlottesville, Virginia |
| Andrew Connellee Armentrout | Bent Mountain, Virginia | Peter Dominic Crowe | Boalsburg, Pennsylvania |
| William Davis Ashwell | Warrenton, Virginia | Mladen Cvijanovic | Charlottesville, Virginia |
| Benjamin Scott Atwood | Glen Allen, Virginia | Ted Ernest Dalton, Jr. | Roanoke, Virginia |
| Thomas Hallett Badger II | Onancock, Virginia | William Gregory Danahy | Roanoke, Virginia |
| Stephen James Barbieri | Gaithersburg, Maryland | Joseph Paul Daugherty | Charlottesville, Virginia |
| Kriston Durrall Barnes | Virginia Beach, Virginia | Michael Cleveland Daugherty | Stafford, Virginia |
| Joshua Tyler Baumgartner | Vinton, Virginia | Charles Nicholas Davis | Midlothian, Virginia |
| Richard Henning Beale, Jr. | Columbia, South Carolina | Christopher Michael Davis | Manassas Park, Virginia |
| William Claiborne Behl | Harrisonburg, Virginia | Prince James DeBardeleben | Birmingham, Alabama |
| Edward Lawton Benton, Jr. | Myrtle Beach, South Carolina | Christopher Eric Dickinson | Virginia Beach, Virginia |
| Warren Elmer Beth | Mountain Brook, Alabama | Jordan Forrest Diehl | Charlottesville, Virginia |
| Anson LeBrid Bird | Monterey, Virginia | Lance Randolph Dodd | Midlothian, Virginia |
| Case Byrne Blackwell | Roanoke, Virginia | Quinn Colonna Duckett | Virginia Beach, Virginia |
| James Phillip Bohnaker, Jr. | Yorktown, Virginia | Colin Robert Dunn | Chevy Chase, Maryland |
| John Randolph Booker | Salem, Virginia | Michael Christopher Eagan | Morehead City, North Carolina |
| Kyle A. Booker | Gloucester, Virginia | Jeffrey Mark Eason | Lillington, North Carolina |
| John MacLean Boswell, Jr. | Burkeville, Virginia | Aaron Wentworth Edwards | Richmond, Virginia |
| Jason Michael Bour | Centreville, Virginia | Thomas A. Egeland, Jr. | Fairfax Station, Virginia |
| Clarence Rodes Boyd III | Richmond, Virginia | Alexander Jennings Elkins | Chapel Hill, North Carolina |
| Robert Edward Boykin | Virginia Beach, Virginia | Daniel Joete Ellis | Midlothian, Virginia |
| Quintin Robert Bradley | Wisconsin Dells, Wisconsin | Brett Christopher Esworthy | Roanoke, Virginia |
| Brennan Patrick Breeland | Brookhaven, Mississippi | Sydney Dodd Farrar II | Siler City, North Carolina |
| Elijah Worth Brewer | Lynchburg, Virginia | Sean Michael Florin | Virginia Beach, Virginia |
| William Burrus Brockman | Orange, Virginia | Alexander Graham Floyd, Jr. | Raleigh, North Carolina |
| Broaddus Nelson Brown | Waxhaw, North Carolina | Jeremy David Forrest | Newport News, Virginia |
| Jonathan Sterling Burk | Aledo, Texas | Kyle Christopher Frazier | Forest, Virginia |
| Patrick Antonio Butler II | Baltimore, Maryland | Jonathan William Futrell | Cary, North Carolina |
| Todd Joseph Calabrese | Rockville, Maryland | Ben Carlton Garretson | Warrenton, Virginia |
| Collins Justin Cameron III | Pismo Beach, California | Patrick Mayo Gates | Pamplin, Virginia |
| David Michael Cameron | Midlothian, Virginia | Blake Christopher Gaulden | Chapel Hill, North Carolina |
| Michael Paul Canfield | Colonial Heights, Virginia | Jacob Tyler Gelardos | Chesapeake, Virginia |
| James Richard Carroll | Bracey, Virginia | Ryan Williams George | Bel Air, Maryland |
| Philip S. Carson | Arlington, Virginia | Michael Christopher Gillert | Creedmoor, North Carolina |
| Glen J. Carter II | Williamsburg, Virginia | Garrett Kyle Gochenour | Luray, Virginia |
| Charles Graham Carter | Ashland, Virginia | Vincent Michael Grady | Warrenton, Virginia |
| Matthew Brian Carver | Gloucester, Virginia | Thomas David Graham | Burkeville, Virginia |
| Stafford Hendricks Cassell III | Richmond, Virginia | Gurney Wingate Grant III | Midlothian, Virginia |
| Joseph Phillip Castillo | East Chicago, Indiana | William Albert Gresham, Jr. | Norfolk, Virginia |
| Joshua David Cattano | Charlottesville, Virginia | Carson Davis Gressly | Front Royal, Virginia |
| Ryan Edward Caylor | Lynchburg, Virginia | David Joseph Grisdale | Woodstock, Virginia |
| Robert O. Chambers | Farmville, Virginia | William Price Gutshall | Roanoke, Virginia |
| Steven Patrick Clark, Jr. | Newport News, Virginia | James Nathaniel Gutter | Ashburn, Virginia |
| Jeffrey Michael Clinton | Norfolk, Virginia | Daniel Rogelio Guzman | Glen Allen, Virginia |
| Jared Charles Cobbs | Lynchburg, Virginia | Daniel Frederick Hadra | Mechanicsville, Virginia |
| Matthew S. Coenen | Newport News, Virginia | Philip Raymond Hage | Norfolk, Virginia |
| Daniel Edward Cogley | Bristow, Virginia | Jason J. Hall | Hampton, Virginia |
| Bobby Wayne Collier, Jr. | Kilmarnock, Virginia | David Victor Hammond | Alexandria, Virginia |
| Nicholas Jay Combs | Newport News, Virginia | Roy Belmont Hargrove IV | Williamsburg, Virginia |
| Andrew Martin Comstock | Colonial Heights, Virginia | Jeffrey Curtis Harkins | Roanoke, Virginia |
| | | David Charles Harp | Staunton, Virginia |

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|---------------------------------|-------------------------------|----------------------------------|
| Todd Anthony Harrell | Chesapeake, Virginia | Richmond, Virginia |
| Chandler Ray Harris III | Rome, Georgia | Chesapeake, Virginia |
| Peterson Osborne Harter | Alexandria, Virginia | Winston-Salem, North Carolina |
| William Blaine Harvey | Appomattox, Virginia | Alexandria, Virginia |
| Blake Edward Hayes | Chester, Virginia | Warrenton, Virginia |
| Benjamin Kenneth Haynes | Roswell, Georgia | West Point, Virginia |
| Corey James Henderson | Richmond, Virginia | Austin, Texas |
| Mark Robert Henson | Virginia Beach, Virginia | Baltimore, Maryland |
| John Paul Herrera | Wisconsin Dells, Wisconsin | Richmond, Virginia |
| Cameron James Herron | Marietta, Georgia | Bethesda, Maryland |
| William Travis Hicks | Holly Springs, North Carolina | Mechanicsville, Virginia |
| James Paul Higgins | Easton, Maryland | Flint Hill, Virginia |
| Kevin Robert Hill | Virginia Beach, Virginia | Charlotte, North Carolina |
| Blair Evan Hodges | Moon, Virginia | Hardy, Virginia |
| John Campbell Holcomb | Lynchburg, Virginia | Midlothian, Virginia |
| John Doughtie Hollingsworth III | Yorktown, Virginia | Charlottesville, Virginia |
| Jordan T. Howell | Hopewell, Virginia | Williamsburg, Virginia |
| William Douglas Hudgins III | Richmond, Virginia | Lynchburg, Virginia |
| Robert Clayton Hughtt | Winston-Salem, North Carolina | Glen Allen, Virginia |
| Jonathan Kyle Hunolt | Tucson, Arizona | Norfolk, Virginia |
| Casey James Hunt | Harrisonburg, Virginia | Lewisville, North Carolina |
| Zachary Joseph Hustead | Richmond, Virginia | Columbia, South Carolina |
| Mark Nicholas Imhof | Yorktown, Virginia | Matthews, North Carolina |
| Thomas Whitney Jacobs | Orange, Virginia | Poquoson, Virginia |
| Jacob M. Jenkins | Rutherfordton, North Carolina | Mandeville, Jamaica |
| James Edward Johnson | Marion, Iowa | Farmville, Virginia |
| Patrick Edward Johnson | Charlottesville, Virginia | Manassas, Virginia |
| Ronald Aaron Johnson | Fredericksburg, Virginia | Bryan Robert Melhorn |
| James Ryan Jones | Raleigh, North Carolina | Lynchburg, Virginia |
| Thomas Ray Stuart Jones | Blackstone, Virginia | Richmond, Virginia |
| Matthew Peter Jordan | Rome, Georgia | Front Royal, Virginia |
| Robert Wesley Julian | Staunton, Virginia | Savannah, Georgia |
| Nicholas Jackson Junes | Richmond, Virginia | Lorton, Virginia |
| Troy D. Kaase | Boones Mill, Virginia | Colorado Springs, Colorado |
| Philip Tyler Keefer | Lynchburg, Virginia | Esmont, Virginia |
| Joseph Thomas Keeler III | Midlothian, Virginia | Matthew Wade Moore |
| Stuart Egerton Gray Kegan | Easton, Maryland | Scottsville, Virginia |
| Dashle Gunn Kelley | Des Moines, Iowa | William Thomas Moore |
| Justin Dillon Key | Roanoke, Virginia | Norfolk, Virginia |
| Jeremy David Kijak | Gaithersburg, Maryland | Donald Craig Morcom II |
| William Jarvis Kincaid | Dallas, Texas | Forest, Virginia |
| Benjamin Francis King | Honolulu, Hawaii | Jake Ryland Morgan |
| Michael Allen King | Ashland, Virginia | Lexington, Virginia |
| James Colvin Kinsler | Newnan, Georgia | John Langdon Moss III |
| Rollo William Gilbert Knight | Tallahassee, Florida | Richmond, Virginia |
| Myles Hutchinson Kois | Charlottesville, Virginia | Frederick Gates Mueller |
| Michael Randolph Kotchish | Roanoke, Virginia | San Antonio, Texas |
| Benjamin Francis Krasinski | Fredericksburg, Virginia | Michael Watson Mulkey |
| David Robert Kreager | Oak Hill, Virginia | Newport News, Virginia |
| Edgar Rivers Lafferty IV | King William, Virginia | Tyler Boston Murray |
| Matthew Jennings Lane | Fort Wayne, Indiana | Acworth, Georgia |
| Joshua Adam Lanier | Raleigh, North Carolina | Daniel Stuart Myers |
| Frank Edward Lankford III | Richmond, Virginia | Richmond, Virginia |
| Andrew Collins Lawrence | Towson, Maryland | Taylor S. Neal |
| Elijah Tyson Lawson | Roanoke, Virginia | Fredericksburg, Virginia |
| Jared Keith Lee | Chesapeake, Virginia | Mark East Nelson |
| Jordan Kleine Lehmburg | San Antonio, Texas | Lynchburg, Virginia |
| | | William Thomas Niblock, Jr. |
| | | Concord, North Carolina |
| | | Ryan Bassett Niland |
| | | Arnold, Maryland |
| | | Louis Bove Nottingham |
| | | Roanoke, Virginia |
| | | Doran Thomas Paciocco |
| | | Richmond, Virginia |
| | | John Turner Palmore |
| | | Gasburg, Virginia |
| | | William Gordon Pannill II |
| | | Martinsville, Virginia |
| | | Kenneth Stuart Pannill |
| | | Martinsville, Virginia |
| | | George Washington Paschal IV |
| | | Raleigh, North Carolina |
| | | Christopher Alexander Passantino |
| | | Charlottesville, Virginia |
| | | Richard Eric Pate |
| | | Pawleys Island, South Carolina |
| | | Andrew Williams Patterson |
| | | Alexandria, Virginia |

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|--------------------------------------|-------------------------------|------------------------------------|------------------------------|
| Gray Ellis Pendleton | Raleigh, North Carolina | John Parker Tims | Roanoke, Virginia |
| Matthew Noel Perry | Chantilly, Virginia | William Norwood Boyd Tisdale | Jacksonville, North Carolina |
| Brian Daniel Peters | Sterling, Virginia | Elwood Stanley Tomlin, Jr. | Buena Vista, Virginia |
| Dustin Edward Powell | Troy, Virginia | Christopher David Toney | Mechanicsville, Virginia |
| Joshua McKinley Powell | Glasgow, Virginia | Matthew Brooks Treacy | Hanover, Virginia |
| Johnnie LaRan Powers, Jr. | Chesterfield, Virginia | Garrett Douglas Trego | Richmond, Virginia |
| Daniel Alejandro Prieto | Wellington, Florida | Alexander Trikalinos | Cape Coral, Florida |
| Alexander Olin Pritzlaff | Castle Rock, Colorado | Barrett Heartwell Tucker | Richmond, Virginia |
| James Joseph Provenzano | Huntington, New York | Stephen W. Twentyman | Falls Church, Virginia |
| Nicholas Clifton Pylant | Athens, Georgia | Matthew Stanley Van Donsel | Altavista, Virginia |
| James White Rawles III | Virginia Beach, Virginia | William Ross Van Tuyl | Smithtown, New York |
| Kailand Connelly Reilly | Charlottesville, Virginia | Christopher Corey Van Vlymen | Natchez, Mississippi |
| Matthew William Reiss II | Chesterfield, Virginia | Justin Alstrom Vaughan | LaCrosse, Virginia |
| Phillip W. Reynolds | Keswick, Virginia | Tyler Hunter Wakeman | Winchester, Virginia |
| Joshua Alan Roller | Charlottesville, Virginia | James Carroll Wallace | Beverly, West Virginia |
| Andrew Belden Ross | Fredericksburg, Virginia | Brock Allen Ward | Lanexa, Virginia |
| Alexander Aulton Rowland | Pasadena, Maryland | Lawrence Kirkwood Weber IV | Jacksonville, Florida |
| Nicholas Ryan Sandoval | Fredericksburg, Virginia | Collin Alan Weiss | McLean, Virginia |
| James Keith Marshall Sands, Jr. | Jacksonville, Florida | Cyrus Frazier Whitley | Charlotte, North Carolina |
| Clayton Mark Saunders II | Virginia Beach, Virginia | Eric Howell Whitlow | Dothan, Alabama |
| Edward Moomaw Savage | Salem, Virginia | Paxton Alexander Whitmore | Midlothian, Virginia |
| Karl Erik Schaffner | Vinton, Virginia | Thomas David Wiley II | Gloucester, Virginia |
| Jeffrey John Schmitt | Alexandria, Virginia | William Roscoe Willett IV | Louisville, Kentucky |
| Milton John Schultz IV | Fairfax, Virginia | Cole Royal Williams | Williamsburg, Virginia |
| Michael Clay Sewell | Tallahassee, Florida | Jacob Daniel Wilson | Accomac, Virginia |
| George Stephen Shaw | McLean, Virginia | Jesse Hayes Wilson | Virginia Beach, Virginia |
| Kyle Richard Shea | Virginia Beach, Virginia | Justin Clark Wisman | Bristol, Virginia |
| Richard James Shelby | Richmond, Virginia | Andrew David Hadley Wolfe | Martinsville, Virginia |
| Robert Duval Shrader III | Midlothian, Virginia | Benjamin L. Woosley | Kernersville, North Carolina |
| Peyton Alexander Siddall | Manakin Sabot, Virginia | Richard Davis Yake | Severna Park, Maryland |
| Blake Duncan Slapkey | Juliette, Georgia | Patrick Scott Young | Buffalo Junction, Virginia |
| Andrew Bain Smith | Richmond, Virginia | Christopher Michael Yuhasz | Carteret, New Jersey |
| Kyle James Spencer | Fredericksburg, Virginia | Robert Hubbard Zschau | Raleigh, North Carolina |
| Curtis Taylor Springer | Springfield, Ohio | | |
| Hakob Stepanyan | Newport News, Virginia | SOPHOMORES 2004-05 | |
| Robert E. Stockwell | Lexington, Virginia | Matthew Bartlett Adams | Darin, Georgia |
| Jacob Duncan Stokes | Powhatan, Virginia | Thomas Athey Adams | Hampton, Virginia |
| Lee Karam Stratton | Richmond, Virginia | Philip Ryan Agee | Powhatan, Virginia |
| Winchester Logan Stuart | Sea Cliff, New York | Patrick Sullivan Albrecht | Richmond, Virginia |
| Matthew David Stubblefield | Huntsville, Alabama | William Banks Allen | Charlotte, North Carolina |
| Robert Brandon Stultz | Ringgold, Georgia | John Pembroke Apperson III | Amherst, Virginia |
| Douglas Robert Stumborg | Virginia Beach, Virginia | Ryan H. Ash | Richmond, Virginia |
| Martin Roberts Sullivan, Jr. | Savannah, Georgia | James Thomas Bailey | Chesapeake, Virginia |
| Daniel Patrick Sullivan | Stafford, Virginia | Harry Webster Baldwin IV | Richmond, Virginia |
| Evan Michael Sullivan | Roanoke, Virginia | James Bruce Baldwin | Maidens, Virginia |
| Ross Michael Svetz | Keswick, Virginia | Richard Logan Barbe | Roanoke, Virginia |
| David Ryan Sykes | Virginia Beach, Virginia | Aaron Hunter Barbour | Lynchburg, Virginia |
| Adam J. Syprzak | Asheville, North Carolina | Benjamin Taylor Barnhill | Salem, Virginia |
| Jeremy Brian Szuch | Salem, Virginia | Benjamin Cabell Barrow | Martinsville, Virginia |
| Daniel Carrington Tanner | Forest, Virginia | Allen Williamson Beasley, Jr. | Virginia Beach, Virginia |
| Hans Gerhardt Tanzler IV | Jacksonville, Florida | Robert Wright Bedinger III | Richmond, Virginia |
| Mark Alan Tassone | Hartfield, Virginia | Alexander H. Bell | Virginia Beach, Virginia |
| Scott Bryant Taylor | Winston-Salem, North Carolina | Harrison Edwards Bell | Norfolk, Virginia |
| William Randolph Taylor | Keswick, Virginia | Christopher Randolph Berry | Fredericksburg, Virginia |
| Hillman Terzian | Oakton, Virginia | Manoj Bista | Bagnati, Nepal |
| Robert Johnson Thomas III | Latham, New York | Joshua David Black | Louisa, Virginia |
| Heath Mitchell Thomas | Chester, Virginia | Zachary J. Bland | Midlothian, Virginia |
| Jason Sidney Thompson | Rustburg, Virginia | | |

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|-------------|-----------------------------|-------------------------------|-------------------------------|-----------------------------|
| Virginia | James William Bolton III | Danville, Virginia | Travis Michael Folley | Richmond, Virginia |
| Carolina | Thomas Michael Booher | Bristol, Virginia | Robert M. Foster, Jr. | Jacksonville, Florida |
| Virginia | William Robert Borland | Birmingham, Alabama | Timothy Kivett Franklin, Jr. | Goldsboro, North Carolina |
| Virginia | Davis Bowne | Hickory, North Carolina | Gregory Roger Frankoski | Maplewood, New Jersey |
| Virginia | Andrew Steven Brendle | Winston-Salem, North Carolina | Michael A. Franks | Williamsburg, Virginia |
| Virginia | Michael Stephen Brooks | Glen Allen, Virginia | Ross McAllister Garrison | Harrisonburg, Virginia |
| Florida | Ross Hardin Brouillette | Richmond, Virginia | Sonny Lee Gear | Boydtown, Virginia |
| Virginia | David Stephen Brown, Jr. | Marietta, Georgia | James L. Gillespie | Fredericksburg, Virginia |
| New York | Timothy Traugott Brown, Jr. | Virginia Beach, Virginia | Peter Nathaniel Gilman | Cullowhee, North Carolina |
| Mississippi | Kerry Lee Burke II | Chester, Virginia | Matthew Jared Green | Richmond, Virginia |
| Virginia | Allen Bynum IV | Portsmouth, Virginia | Lawrence D. Greene | Alexandria, Virginia |
| Virginia | Robert Scott Byrd, Jr. | Richmond, Virginia | James Lewis Gresham II | Salem, Virginia |
| Virginia | Steven Wade Byrd | Hillsville, Virginia | Charles Michael Gundlach | Richmond, Virginia |
| Virginia | John Hardy Campbell | Fredericksburg, Virginia | Erik Joseph Hafkey | Glen Allen, Virginia |
| Virginia | Wilkinson Micajah Carr | Charlottesville, Virginia | William Jackson Hamlin | Roanoke, Virginia |
| Florida | Ryan D. Carter | Covington, Virginia | Evan Walker Harrell | Norfolk, Virginia |
| Carolina | Ashby Robertson Carver III | Milford, Delaware | Ryan Michael Harrington | Dallas, Texas |
| Alabama | Ryan Allen Caudle | Irvington, Virginia | William Gordon Harrison IV | Norfolk, Virginia |
| Virginia | Nicholas Joshua Champion | Fair Oaks Ranch, Texas | Edwin Calhoun Haskell IV | Spartanburg, South Carolina |
| Virginia | Clark Myers Chapman | Bexley, Ohio | Joshua Brooks Hatchell | Chase City, Virginia |
| Kentucky | Adam Lyle Coleman | Chester, Virginia | Jonathan David Hawkins | Midlothian, Virginia |
| Virginia | William Christopher Colgate | Clarksville, Virginia | Carden W. Hedelt | Fredericksburg, Virginia |
| Virginia | Raleigh Harrison Cooper | Richmond, Virginia | Jon William Heinemann | Hardy, Virginia |
| Virginia | Robert N. Corwin | Stafford, Virginia | Jon Cameron Hellmuth | Alexandria, Virginia |
| Virginia | Carey R. Cowling | Waverly, Virginia | Kevin Patrice Regis Hennerez | Farmville, Virginia |
| Virginia | Courtney F. Cowling | Waverly, Virginia | Harold Webster Hill III | Burlington, North Carolina |
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| Virginia | William Kelly Crockett | Richmond, Virginia | William Riley Hogan | Atlanta, Georgia |
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| Virginia | William Brandon Curling | Winston-Salem, North Carolina | Zachariah Hampton Howerton IV | Greensboro, North Carolina |
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| Virginia | Brett Wayne Delk | Columbus, Mississippi | Charles Wentzel Hundley | Richmond, Virginia |
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| Virginia | Justin Wallace DeViese | Oak Hill, West Virginia | Joshua William Jayne | Mays Landing, New Jersey |
| Virginia | Adrian Ellis Dowell, Jr. | Roanoke, Virginia | Thomas Holden Jennings | Murfreesboro, Tennessee |
| Virginia | Nicholas Joseph Dowell | Reston, Virginia | Henry Weldon Jones III | Raleigh, North Carolina |
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| Virginia | Evan Perry Fisher | Birmingham, Alabama | Alex Harris Mayberry | Lynchburg, Virginia |
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| Everett Martin Gardner | Clemmons, North Carolina |
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| Andrew Scott Graham | Midlothian, Virginia |
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| | | Robert M. Ferguson | Suffolk, Virginia |

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| Christopher L. Graham | Great Falls, Virginia | Jonathan M. Miyashiro | Richmond, Virginia |
| James M. Gravely, Jr. | Lynchburg, Virginia | David Andrew Moggio | Allentown, Pennsylvania |
| Hunter Dalton Grein | High Point, North Carolina | David R. Moore | Machipongo, Virginia |
| Brian L. Gunn | Danville, Virginia | David A. Morgan | Charlottesville, Virginia |
| Brandon M. Hall | Baltimore, Maryland | Colin F. Morrison | Richmond, Virginia |
| John M. Harman | Charleston, South Carolina | Terrance L. Motley | Newport News, Virginia |
| Jacob M. Harris | Roanoke, Virginia | Christopher K. Moxley | Virginia Beach, Virginia |
| Travis J. Harris | Staunton, Virginia | Matthew A. Munsey | Pamplin, Virginia |
| Jonathan D. Hawkins | Chester, Virginia | Benjamin D. Munson | Suffolk, Virginia |
| William D. Heinrich | Columbia, South Carolina | Charles E. Murphy III | Timonium, Maryland |
| Matthew C. Henderson | Verona, Virginia | Forrest L. Naff | Roanoke, Virginia |
| Robert D. Hillmann III | Raleigh, North Carolina | John C. Neal | Richmond, Virginia |
| James Lloyd Hodges | Cartersville, Virginia | Thomas R. Nelson, Jr. | Birmingham, Alabama |
| Wythe C. Hogge | Norfolk, Virginia | William A. Newcomb | Kenbridge, Virginia |
| John Spencer Hopkins | Oak Grove, Virginia | John K. Nielsen | Richmond, Virginia |
| Cory A. Hopper | Richmond, Virginia | Jonathan N. Noggle | Richmond, Virginia |
| William W. Horner | Lynchburg, Virginia | Phuntsho Norbu | Petersburg, Virginia |
| Elliot A. Howell | Atlanta, Georgia | Joseph M. Onorati | Amelia, Virginia |
| Joshua D. Howell | Hopewell, Virginia | George N. Palmer | Charlottesville, Virginia |
| Scott H. Hubbard | Eastville, Virginia | Daniel K. Park | Richmond, Virginia |
| Nathan E. Huff | Martinez, Georgia | Andrew D. Pemberton | Richmond, Virginia |
| Taylor Stuart Hume | Norfolk, Virginia | William H. Perkins | Manakin-Sabot, Virginia |
| Jeffrey Scott Inman | Virginia Beach, Virginia | John M. Perry | Birmingham, Alabama |
| Travis H. Irvin | Farmville, Virginia | Douglas J. Peters | Henrico, North Carolina |
| Joseph W. Jackson | Kenbridge, Virginia | James Hunter Pickels | Richmond, Virginia |
| Robert E. Johnson, Jr. | Marion, Iowa | Ryan T. Pierce | Norfolk, Virginia |
| Bradley L. Jones | Beaverdam, Virginia | Preston A. Pittman | Johnson City, Tennessee |
| Bradley C. Joyner | Richmond, Virginia | Carl A. Polvinale III | Alexandria, Virginia |
| Mark E. Kearney | Ruckersville, Virginia | Kenneth Justin Poole | Burlington, North Carolina |
| Nathan Seamas Kelly | Sanford, North Carolina | Lucas M. Pope | Richmond, Virginia |
| Dacre R. T. Knight | Tallahassee, Florida | William F. Powers IV | Franklin, Virginia |
| Joseph D. Knowles | Forest, Virginia | Jeffrey P. Pullinger | Palmyra, Virginia |

Richard Brown
Jose F. John Cory Buren Dustin Alexa W. Al James Andre Chris Zach Michael Frank Robert Michael Adam Zachar Thomas Matth Justin Wesley Shawna Walker John Aaron William Charles Forrest Jaleel Alabama Arizona Arkansas California Colorado Connecticut Delaware District Florida Georgia Hawaii Idaho Indiana Iowa Kentucky Louisiana Maryland

| | | | |
|-------------------------------|-------------------------------|----------------------------|-----------------------------|
| Richard A. Quitiquit | Emporia, Virginia | Joseph L. Smith | Moneta, Virginia |
| Browning W. Raines | Winston Salem, North Carolina | Jason D. Stacy | Tupelo, Mississippi |
| Jose Ramos, Jr. | Portsmouth, Virginia | James A. Steelman | Matthews, North Carolina |
| John R. C. Ramsay | Raleigh, North Carolina | Christopher Ryan Still | Roanoke, Virginia |
| Cory B. Rayfield | Newport News, Virginia | Larry D. Stokes, Jr. | Farmville, Virginia |
| Buren E. Renick III | Fayetteville, West Virginia | Kenneth S. Strickler | Richmond, Virginia |
| Dustin S. Reynolds | Appomattox, Virginia | Stephen B. Surber III | Winchester, Virginia |
| Alexander B. Rickenbaker, Jr. | Marietta, Georgia | William V. Taylor | Radford, Virginia |
| W. Alexander Ridley | Macon, Georgia | Matthew J. Tedder | Lynchburg, Virginia |
| James R. Riley III | Richmond, Virginia | Samuel Clinton Thomas | Lawrenceville, Virginia |
| Andrew M. Riley | Gastonia, North Carolina | Eamon A. Thornton | Camden, South Carolina |
| Christopher E. Riviere | Richmond, Virginia | Blake Edgar Tucker | Keysville, Virginia |
| Zachary H. Robbins | Raleigh, North Carolina | William A. Vagts | Roanoke, Virginia |
| Michael W. Roberts | Norfolk, Virginia | Billy T. Van Eaton | Birmingham, Alabama |
| Frank Miller Ruff III | Clarksville, Virginia | Michael L. Vassar | Midlothian, Virginia |
| Robert Scott Russo | Scottsville, Virginia | Jonathan G. Vaughan | Colonial Heights, Virginia |
| Michael James Rutkowski | Urbanna, Virginia | Matthew E. Vaughan | Richmond, Virginia |
| Timothy R. Samsa | Salem, Virginia | Louis W. Walker | Richmond, Virginia |
| Henry Sinclair Sanders | Norfolk, Virginia | John M. Warren | Glen Allen, Virginia |
| Paul W. Scarborough | Virginia Beach, Virginia | Judson H. Warren | Lynchburg, Virginia |
| Michael R. Schulz | Fredericksburg, Virginia | John Devin B. Watson | Oxford, North Carolina |
| Adam M. Seefried | Bristol, Rhode Island | David Michael Wehunt | Odenton, Maryland |
| Zachary S. Shaw | Kiawah Island, South Carolina | William N. Welsh | Atlanta, Georgia |
| Thomas McKennon Shea, Jr. | Dumas, Arkansas | Stefan Wiese | Oxford, North Carolina |
| Matthew W. Shealy | Gaffney, South Carolina | Mark W. Wilkins | Quinton, Virginia |
| Justin W. Shepperd | South Boston, Virginia | Dennis Keith Williams, Jr. | Matthews, North Carolina |
| Wesley R. Sholtes | Maryville, Tennessee | Kyle Michael Winter | Amelia, Virginia |
| Shawn D. Shurm | Richmond, Virginia | John N. Woodson II | Altavista, Virginia |
| Walker T. Sigler | Lynchburg, Virginia | Jeffrey C. Woodson | Altavista, Virginia |
| John B. Simpson | Atlanta, Georgia | Joseph F. Yarborough III | Gulf Shores, Alabama |
| Aaron Kyle Skeen | Lynchburg, Virginia | Earl Stephen Yeager, Jr. | Savannah, Georgia |
| William E. Slack | Suffolk, Virginia | Edward A. Zimmerman | Middleburg, Virginia |
| Charles Jeremy Smith | Farmville, Virginia | Killian W. Zimmerman | Charles Town, West Virginia |
| Forrest W. Smith | Farmville, Virginia | George W. Zuban, Jr. | Chesterfield, Virginia |
| Jaleel L. Smith | Benicia, California | | |

Number of Students by States, Territories, and Foreign Countries — 2004-2005

| | | | | | |
|----------------------|----|----------------|-----|--------------------|---|
| Alabama | 24 | Massachusetts | 2 | Foreign Countries: | |
| Arizona | 1 | Michigan | 1 | Canada | 1 |
| Arkansas | 1 | Mississippi | 7 | Ecuador | 2 |
| California | 4 | Missouri | 1 | Ghana | 1 |
| Colorado | 4 | Montana | 1 | Jamaica | 2 |
| Connecticut | 4 | Nevada | 2 | Myanmar | 1 |
| Delaware | 2 | New Jersey | 7 | Nepal | 3 |
| District of Columbia | 1 | New York | 5 | Scotland | 1 |
| Florida | 16 | North Carolina | 109 | | |
| Georgia | 33 | Ohio | 5 | | |
| Hawaii | 1 | Pennsylvania | 12 | | |
| Idaho | 1 | South Carolina | 23 | | |
| Indiana | 3 | Tennessee | 8 | | |
| Iowa | 3 | Texas | 11 | | |
| Kentucky | 3 | Virginia | 746 | | |
| Louisiana | 3 | West Virginia | 8 | | |
| Maryland | 37 | Wisconsin | 3 | | |

INDEX 2005-2006

A

A.A. degree, transfer students with an 111
 Absence, Leave of 43
 Absences from Class 42
 Academic Affairs Committee 16
 Academic Calendar, 2005-2006 23
 Academic Counseling 40
 Academic Probation and Suspension, Standards Governing 40
 Academic Program 25
 Academic Regulations 39
 Academic Standing, Good 40
 Acceptance Plans 110, 111
 Access to Records, Policy Statement on 44
 Accreditation 3
 ACT Test 109
 Adding Courses 41
 Administrative Officers 19
 Administrative Staff 19
 Admissions 109
 Requirements 109
 Admissions and Financial Aid Committee 16
 Advanced Placement 112, 113
 Advising System 38
 AP Credit 112, 113
 Application Credentials 109
 Area concentration in International Studies 30
 Army Reserve Officers Training Corps (ROTC) 33, 117
 Art 68
 Assessment Committee 16
 Astronomy, Physics and 91
 Athletics 39
 Athletic Committee 18
 Faculty Representative to the NCAA 18
 Mission Statement 39
 Attendance, Class 42
 Auditing Courses 41
 Awards Presented at Graduation, 2005, Trophies and 145

B

Benefits Committee 18
 Biology 50
 Biology-Chemistry, Interscience Major in 79
 Biology-Physics, Interscience Major in 79
 Board of Trustees 8
 Faculty Representative 18
 Brown Teaching Fellowships 27
 Budget-Audit Committee 18
 Business, Preparation for 25

C

Calendar, Academic, 2005-2006 23
 Career Preparation 25
 Business 25
 Christian Ministry 25
 Engineering 26
 Government 26
 Graduate Study 25
 Law 26
 Medicine and Dentistry 26
 Secondary-School Teaching 27
 Center for Leadership in the Public Interest, Wilson 28
 Chemistry 54
 Christian Ministry, Preparation for 25
 Class Attendance 42
 Classical Studies 57
 Classics 57
 Clerk of the Faculty 18
 Committee for Faculty Appointments 18
 Committee on Professional Development 17
 Committees of the Faculty 16
 Computer Science, Mathematics and 80
 Computing 27
 Computing Center, John Brooks Fuqua 27
 Concentrations
 Classics 57
 Environmental Studies 31
 International Studies, Area concentration in 30
 Modern Languages 84
 Rhetoric 105
 Cooperative Programs 32
 Army Reserve Officers Training Corps (ROTC) 33
 Dual-Degree Program in Engineering 26, 32
 Eastern Virginia Medical School Joint Program 32
 EXCHANGE: A College Consortium 33
 George Washington University School of Medicine Early Selection Program 33
 Longwood University Cooperative Program 33
 Marine Science Educational Consortium 34
 Washington Semester and World Capitals Programs 34
 Core Requirements 36
 Counseling, Academic 40
 Course Classification 49
 Course-Load Regulations 42
 Course of Study 35

D

Core Requirements 3
 Major Requirement 3
 Course Offerings 4
 Credit Hours Requirement 3
 Curriculum 3
 Dean's List 3
 Deficiency Reports 4
 Degree Requirements 3
 Second Bachelor's Degree 3
 Degrees Awarded, 2005 13
 Dentistry, Preparation for Medicine and 21
 Departmental Honors 3
 Directed Reading 5
 Divisions of Study 4
 Drama 6
 Dropping Courses 4
 Dual-Degree Program in Engineering 26, 31

E

Early Action Plan for Applicants 110, 111
 Early Admission Plan for Applicants 110, 111
 Early Decision Plan for Applicants 110, 111
 Economics 59
 Educational Support Facilities and Services 27
 Computing 27
 Eggleston Library 27
 Fuqua International Communications Center 27
 John Brooks Fuqua Computing Center 27
 Eggleston Library 27
 Endowed Scholarships 118
 Endowment 3
 Engineering, Preparation for 26
 Dual-Degree Program 26, 32
 English 63
 Examinations 42
 Re-Examinations 43
 EXCHANGE: A College Consortium 33
 Excessive Absences 42
 Excused Absences 42
 Exclusion from College 43
 Expenses and Financial Aid 114

F

Faculty
 Committees 16
 Current 10
 Retired 9
 Faculty Affairs Committee 17
 Faculty Committees 16
 Faculty Representative to the Board

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of Trustees 18

Faculty Representative to the NCAA 18

Faculty Representative to the President's Council 18

Fees 114

 Payment of 115

 Return of 115

Fellowship, Senior 30, 76

Financial Aid 116

 Academic Scholarships 117

 Achievement Awards 117

 Admissions and Financial Aid Committee 16

 Expenses and Financial Aid 114

 Honors Scholarships 117

 Internships 135

 ROTC Scholarships 117

 Scholarships, Endowed 118

 Scholarships, Annual 132

Fine Arts 68

First Honor Graduate and Valedictorian, 2005 146

Fixed Expenses 114

Foreign Language Requirement for International Students 36

French 84

Freshmen, 2004-2005 148

Fuqua International Communications Center 27

Full-Time Students 37, 42

G

Gender Issues Committee 17

German 85

Good Academic Standing 40

 Grade-Point Average 39

 Credit Hours 39

Government, Preparation for 26

Grades and Quality Points (GPA) 39

 Incompletes 39

Grade Reporting 39

Grade Scale 39

Graduate Study, Preparation for 25

Graduates, 2005 137

Graduation Requirements 36

Graduating Seniors,

 Obligations of 115

Graduation with Honors 40

Greek 57

Guidelines for Academic Policies and Procedures in Student-Faculty Relations 43

Grievance Committee 18

H

Health Insurance 116

Health Sciences Committee 16

History 72

History of the College 4

Honors 29, 76

 Courses 29, 76

 Departmental Honors 30

 Graduation with 40

 Honors Council 16

 Honors Program 29

 Honors Scholarships 117

 Honors Scholars, 2004-2005 147

 Honor System 38

 Pledge 38

Hours Requirement 37

Humanities

 Division of 49

 Major in 77

Human Research Review Committee 17

I

Incomplete, Grades of 39

Independent Study 49, 50

Insurance

 Health 116

 Personal Possessions 116

Interdisciplinary Studies 77

International Baccalaureate 112

International Communications Center, Fuqua 27

International Students, Admission of 112

International Studies 34

 Area Concentraion 30

 Endorsed Programs 34

 International Studies Committee. 17

 May Term Abroad 35

 Modern Language Majors,

 Programs for 35, 84

 Virginia Program at Oxford 35

Internships 31, 49

Economics 62

Interdisciplinary Studies 78

Psychology 100

Roy B. Sears Endowment for Student Internships 135

William Calhoun Boinest Student Research Assistantship in Economics 135

Interscience, Majors in 79

Introduction 3

J

James Madison Program in Public Service 28

James Madison Public Service Certificate Program 28

 Military Leadership and National Security Studies Certificate Program 29

John Brooks Fuqua Computing Center 27

Juniors, 2004-2005 153

K

Key, The (Student Handbook) 39

L

Latin 58

Law, Preparation for 26

Leadership in the Public Interest, Wilson Center for 28

Learning Disabilities 43

Leave of Absence 43

Lectures and Programs Committee 18

Liberal Arts Education 25

Library, Eggleston 27

Linguistics 59

Loans 116

Longwood University Cooperative Program 33

M

Major Requirement 37

(See also under individual department listings)

Marine Science Educational Consortium 34

Mathematics and Computer Science 80

Mathematics and Natural Sciences, Interscience Major in 80

Matters of Record 137

May Term 31

May Term Abroad 35

MBA, Preparation for 25

Medicine and Dentistry, Preparation for 26

Eastern Virginia Medical School Joint Program 32

George Washington University School of Medicine Early Selection Program 33

Military Leadership and National Security Studies Certificate Program 29

Minimum Grade-Point Average (GPA) 40

Ministry, Preparation for Christian 25

Modern Languages 84

 International Programs for Modern Language Majors 35

 May Term Abroad 35

Music 68

N

Natural Sciences, Division of 49

Non-Discrimination Policy Statement 1

O
 Obligations of Graduating Seniors.....115
 Officers of the Corporation, 2005-2006.....8
 Omicron Delta Kappa, Members in the Class of 2005.....146
 Operating Budget, 2005-20063
 Oxford, Virginia Program at35

P
 Part-Time Enrollment (fewer than 12 Hours)37
 Payment of Fees115
 Phi Beta Kappa, Members in the Class of 2005146
 Philosophy89
 Physics and Astronomy91
 Policy Statement on Access to Records.....44
 Political Science.....94
 Presidents of the College7
 Probation and Suspension, Standards Governing Academic.....40
 Psychology98
 Public Interest, Wilson Center for Leadership in28
 Public Service Certificate Program, James Madison28
 Public Service, James Madison Program in28
 Public Speaking.....106

Q
 Qualifications for Admission.....109
 Quality Requirement.....37
 Quality Points, and Grades39

R
 Readmission Statement40
 Re-Examinations43
 Registration.....41
 Regular Decision Plan for Applicants.....110
 Religion.....101
 Repeating Courses.....41
 Requirements
 Core36
 Course-Load Regulations.....42
 Credit Hours37
 Grade-point Average.....37
 Graduation.....36
 Major37
 Quality Points37
 Residence.....37
 Second Bachelor's Degree38
 Requirements for Admission109
 Reserve Officers Training Corps, Army (ROTC).....33

Scholarships.....117
 Residence Requirement37
 Return of Fees115
 Rhetoric Proficiency
 Examination32, 36
 Rhetoric Program.....31
 Courses31, 105
 Proficiency Examination... 32, 36
 Proficiency Tutorial32, 105
 ROTC, Army33
 Scholarships.....117

S
 SAT109
 Satisfactory Academic Standing.....40
 Scholarships
 Academic117
 Achievement Awards.....117
 Annual.....132
 Brown Teaching Fellowships...27
 Honors117
 Endowed118
 Internships.....135
 Payments of115
 ROTC117
 Virginia Tuition Assistance Program (TAG).....117
 Second Bachelor's Degree, Requirements for38
 Secondary-School Teaching, Preparation for27
 Senior Fellowship30, 76
 Seniors, 2004-2005155
 Seniors, Obligations of
 Graduating115
 Social Sciences, Division of49
 Sociology101
 Sophomores, 2004-2005150
 Spanish.....86
 Special Programs28
 Special Students
 (non-degree-candidates).....37
 Special Topics, Independent Study, and Internships.....49
 Student Affairs Committee.....17
 Student-Faculty Relations,
 Guidelines for Academic Policies and Procedures in43
 Students, 2004-2005148
 Students by States, Territories, and Foreign Countries,
 2004-2005, Number of.....157
 Study Abroad30, 34, 84
 Summer Research Program30
 Summer School Credit.....41
 Support Staff.....21
 Suspension, Standards Governing Academic Probation and40
 Readmission Statement.....40

T
 TAG (Virginia Tuition Assistance Grant Program)117
 Teaching Fellowships, Brown27
 Teaching, Preparation for Secondary-School27
 Test of English as a Foreign Language (TOEFL)112
 Theatre68
 TOEFL (Test of English as a Foreign Language)112
 Transfer Students.....111
 With an A.A. degree111
 Transfer Credit41
 Summer School Credit41
 Trophies and Awards Presented at Graduation, 2005145
 Trustees of the College8

V
 Valedictorian, First Honor Graduate and146
 Virginia Program at Oxford35
 Virginia Tuition Assistance Program (TAG)117

W
 Washington Semester and World Capitals Programs34
 Western Culture107
 Wilson Center for Leadership in the Public Interest28
 Withdrawal from College43
 World Capitals Programs, Washington Semester and34

nce
....117
....27
....27
....112
....68
....112
....111
....111
....41
....41
1 at
....145
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HAMPDEN-SYDNEY COLLEGE

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